

**MOTIVATION OF TEACHERS AND ACADEMIC PERFORMANCE
OF LEARNERS IN SELECTED SCHOOLS OF MAKINDYE
DIVISION, KAMPALA DISTRICT, UGANDA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
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UNIVERSITY**

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DECLARATION

I, Kigoye Richard Wampamba, hereby declare that this research project is my original work and has never been submitted for my academic award where the work of others has been made.

Signature;.....


Kigoye Richard Wampamba

Date.....17th/09/2010.....

APPROVAL

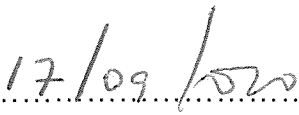
I certify that the work submitted by this candidate was under my supervision and that it is ready to be evaluated for the award of a Bachelor of Arts with Education of Kampala International University.

Signature;.....



Ssekajugo Derrick

Date;.....



DEDICATION

This research work is dedicated to my sister, Webuza Sarah, for her moral and financial support and my friend Kato Richard for his moral, patience and understanding during the period of the study. Secondly, I dedicate this research report work to my mother, brothers, sisters and relatives for their contribution towards the success of this report research work.

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ABSTRACT

The study investigated the teacher motivation and how they affect the performance of students in Makindye Division Kampala district of Uganda. The objectives of the study were to investigate whether the teachers transfer affect academic performance of students, determine whether teacher promotion affect students' academic performance, determine whether increase of teachers' salary affect the academic performance of students. The methods used in data collection were interviewing and observation questionnaires to the respondents who were the teachers, who were the major respondents in this study and a focus group discussion with the students who also provide some vital information. Findings show that teacher transfer, promotion and increase in teachers' salary affect the academic performance of students in a positive way. Recommendations were made on findings which included among others that government should make sure that teachers should be given something to motivate them so that they feel appreciated and also improve on their performance and that schools should make sure they reward teachers who are hardworking to encourage them do more than they are doing.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

Teacher firing, recruitment and transfer decisions in Uganda are made centrally by the Ministry of Education. Recruitment is based primarily on academic qualifications of the teachers. Salaries are set through collective bargaining between the government and strong politicians through the workers organization. In the recent years, the salary for primary teachers was shifted to two hundred thousand [200,000] per month, while for secondary schools to four hundred and fifty thousand shillings [450,000] per month. But still this is very low compared to other sectors like health and law, thus teachers end up not fulfilling their basic needs.

According to Uganda teachers association, salaries depend primarily on education levels and experience. There is little opportunity for performance based on promotion in increase to salary unless it's done by the head teacher inform of allowances. Teachers have strong civil services and union protection and are difficult to fire. In some cases teachers who have performed very badly are transferred to less desirable locations as a way of penalizing them, while government may work more favorably on transfers to more desirable postings or to home areas for teachers who work well.

Although incentives provided to teachers by their employers are weak, every school is supposed to have a parent committee; known parent teachers' association and these committee/associations sometimes provide gifts for teachers when the school performs well on the national exams. Similarly, committees sometimes refuse to allow exceptionally bad teachers to enter the school. Thus putting pressure to the ministry of education to arrange a transfer for teachers. However, only a minority of school committees provide supplemental bonuses and school committee's typically only attempt to influence the national authorities in extreme situations. In addition, some schools which are religious-based also provide accommodation and control the management of the entire school.

1.2 Statement of the problem.

From time memorial, teacher incentives have been the major factor influencing academic performance of students and yet it's not given much attention. Thus such state of affair drove researchers to carry out the study.

1.3 Objectives of the study.

1.3.1 General objectives

The general objective of the study was to investigate the teacher motivation and how they affect the performance of the selected schools of makindye division Kampala district of Uganda.

1.3.2 Specific objections were to;

- i. Establish the relationship between motivation of teachers and academic performance of students.
- ii. To determine whether increase in teachers' salary affects the academic performance of students.
- iii. To find out other factors affecting student performance.

1.4 Research questions.

- i. What is the relationship between teachers' motivation and the performance of students?
- ii. How does increase in teachers' salary affect the academic performance of students'?
- iii. What are the other factors affecting the academic performance of students?

1.5 Significance of the study.

The research will help the government to see the need to improve teachers' incentives in order to improve the performance of students.

1.6 Scope of the study.

The researcher was intended to cover some of the selected schools of Makindye Division Kampala district both primary and secondary schools. And to identify the relationship between teachers' salary or motivation and the learners performance

1.7 Motivation theory.

Maslow's Hierarchy of Need Theory.

Maslow believed that people who come out of an environment which does not meet their needs tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions, that is, people always want more and people arranged their needs in order of importance [Smith and Cronje 1992]

Maslow [1970] and Schult, Bagraim, Potgieter, Viedge and Werner[2003] summarized these needs as;

- a) Psychological needs; This is the basic need known as the biological need such as the need for water, food, rest exercise and sex. Once these needs are met, they no longer influence behavior. An example an example of this would be trade unions ensuring that their member's basic needs are

met because they negotiate for better wages for their members [Smith and Cronje]

- b) Safety needs .Once the first need is satisfied then the security needs assume procedure. These include the need for job security, insurance and medical aid and the need to feel protected from physical and emotional harm[Smith and Cronje 1992].
- c) Social needs. This third level of needs is activated once the second level of needs has been adequately met. People have the need to love, friendship, acceptance and understanding from other people. Employees have a tendency to join groups that fulfill their social needs. Managers can play an important part by encouraging people to interact with one another and make sure that their social needs of subordinates are met [Smith and Cronje 1992].
- d) Ego and Esteem needs. The fourth level of needs is the need for self respect, recognition by others, confidence and achievement. Supervision can play an active role in satisfying needs of their employees by recognizing and rewarding high achievers for good performance [Smith and Cronje 1992]
- e) Self-actualization needs. This is the highest level of Maslow's hierarchy of needs and leads to the full development of man's potential. It is a need where individual reach full potential and what they want to become, to utilize all talents well and to be creative[Glueck 1974]

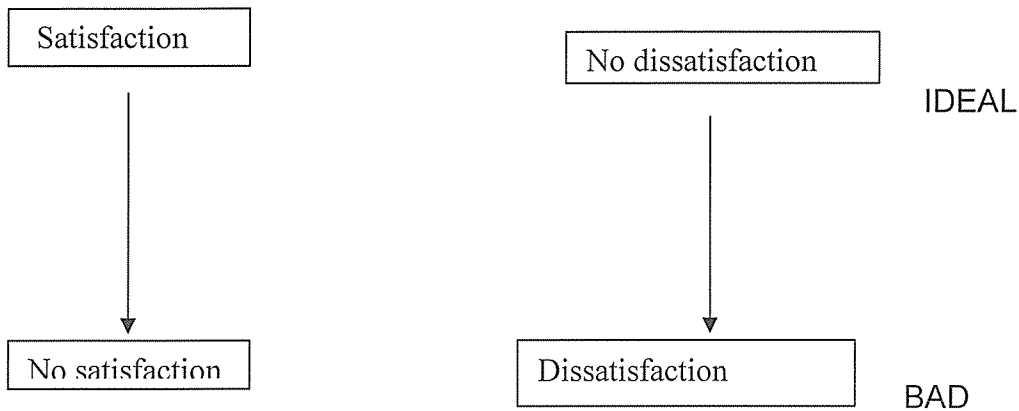
- f) Practicing managers have given Maslow's need theory a wide recognition, which they describe to the theory's intuitive logic and ease of understanding. However, Robbins et al [2003], argue that research does not validate the theory, since Maslow does not provide any empirical substantiation and a number of studies that were seeking validation for the theories have similarly not found support for it.

Hertzberg's Two-factor Theory;

In terms of Hertzberg motivation-hygiene theory, factors that make employees feel good about their work are different from factors that make them feel bad about their work. According to Hertzberg [cited in Schulz et al 2003], employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behavior to external factors. Factors that play a role contribution to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction. These two factors are also called intrinsic

[internal] and extrinsic [external] factors

Figure 1: Gives a schematic representation of the two factor theory.



Herzberg's two factor theory[Schultz et al 2003]

It can be argued that if hygiene factors and motivators play an important role in the performance of an individual, criticism against Herzberg's theory is that the relationship between motivation and dissatisfaction is too simplistic as well as the relationship between sources of job satisfaction and dissatisfaction[Smith et al 1992]

CHAPTER TWO.

LITERATURE REVIEW

2.0 Introduction.

This chapter reviews literature as an account of knowledge and ideas that have been established by accredited scholars and experts in the fields of study. It is guided by the objectives of the study outlined in chapter on

2.1 The relationship between teachers' motivation and performance.

Education reform advocates in the united states and elsewhere frequently argue that other than the intrinsic rewards of teaching there exists little or no incentive for teachers to do a good job.[Ballou 2001]

It is very difficult to fire a poorly performing teacher after that teacher has been in a typical public school for a brief probation period. And most public school teachers are paid on a salary scale in which district salaries are determined entirely by teachers' educational attainment and experience. [Ballot 2001]. The practice of uniform pay for teacher of similar educational and experience levels, however, has not always been the move in the United States. A century ago, incentive systems for teachers were much more common, but the percentage of united states school districts using merits pay fell from 48 percent in 1918 to 20

percentage in 1939 and just 4 percentage in 1953[MurRAIN and Cohen 1986]

Amid recent calls for greater use of incentives in government, merit pay plans have spread again [Ballou 2001] reports that they were found in 10 percent of school districts in [1984] and 12 percent in [1993].

In recent years, some states have begun to mandate some nation of merit pay. For example Florida now requires schools to earn mark a minimum of five percent of the total salary pool to be used for teacher performance awards and it's state board of education recently approved a statewide system of student performance based merit pay. And recently the Denver school district overhauled salary schedule to incorporate a large merit pay system.

While there exists considerable research on the factors underlying school decisions to implement teacher merit pay plans [Ballou and Podgiest 1997], Ballou[2001] and the stability of these plans Johnson[1986], Murrane and Cohen [1986], Hatry, Grainer and Ashford[1994], thus increased use of teachers merit pay in American education is occurring with virtually no evidence on it's potential effectiveness . The closest the empirical literature has come to evaluating the effectiveness of the teacher performance incentives in the United

States involves school- based incentives systems. **Glatfelter and Ladd [1996]** and **Ladd [1999]** studied Dallas 'school-based program by comprising the gain in student pass rates in Dallas with those in five other large Texas cities.

They found that pass rate increased in Dallas relative to other cities. But the fact that a positive difference for Dallas was estimated for the year before the scheme was initiated raises questions about these findings. **Lavy[2002]** carefully matched Israel schools eligible for a school-based incentive program with schools in similar small communities and found that this program was associated with higher test scores. Glewwe, Iliac Kremer **[2003]** studied the effects of a school-based teacher incentive experiment in rural schools of East Africa where every teacher in each country in a winning school got the same bonus. The authors show that the specific teacher incentive program introduced to this experiment led to the manipulation of short-run test scores, but no long-term achievement gains among students, suggesting the participating teachers may have attempted to game the system.

Although the literature has focused on school-based incentives, most classroom settings involve one teacher, which makes it possible to reward more effective teachers. We know of just one published paper that studied incentive programs for individual teachers. Ebert's Hollenbeck, and Stone **[2002]** comparing means across two schools found that individual incentive programs for teachers were associated with a significant fall in drop-out rates but were unrelated to student

achievement. The only evidence of connection between individual incentive programs and student learning is reported in working paper by Lavvy **[2003]** who found that large teacher incentives in Israel were associated with increase in the tests directly rewarded by the program.

Teachers who spend time preparing lessons and making homework and class work tend to achieve better results than those who do not **[Colloid 1989]**.

Government need lift the teachers' morale though most cannot afford monetary incentives but by increasing in rewards, career opportunities, incentives and in service preparations, status and prestige by attracting high quality recruits and recruiting talented practitioners in teaching and leadership posts **[UNESCO 1994]**.

But teachers hardly spend any time preparing their lessons, they often don't use schemes of work nor do they keep records of the work covered by pupils. Discipline relies too much on punishment **[Costume international formation of education development 2001; 361-374]**.

Otieno 1997 studying the role – overload among secondary school teachers in Nairobi found a significant relationship between role-overload and achievements of students. He says that job stress is a major factor in low teacher morale, poor performance and absentee sing, and high job turnover. Teachers experiencing job stress have low morale and are not in position to provide quality teaching.

Both female and male workers in human service field may experience the same amount of stress but do cope differently **[Malach and Jackson 1978 cited in otieno 1997]**

This calls for the investigation on how much the teacher of mathematics is motivated to participate in the subject panel, external examination making, co-cumulating activities, regular teaching, frequent testing, lesson preparation and remedial teaching which facilitates high achievement in examination and consequently quality output.

2.2 Teacher Salary and Motivation of teachers.

Previous research **[Voydanoff 1980]** has shown monetary compensation is one of the most significant variation in explaining job satisfaction.

Inadequate pay in relation to other occupations is one of the most important factors related to job satisfaction among employees. **Oliver and Venters [2003]** research amongst teachers revealed that teachers were most dissatisfied with their salaries. Especially taking into account the after-hours inputs their jobs demand from them and how negatively their salaries compare with those of people in the private sector and other government departments.

Stayn and Van Wynn [1999] found in their research amongst urban black schools in South Africa, that the majority of teachers complained of poor salary Oliver and Venter [2003]. Summaries that this provides feasible explanation why

some teachers embark on second jobs mostly to the detriment of the school and the learners. Others search for alternative propositions and change to completely new jobs for the sake of better income.

2.3 Other factors affecting academic performance of learners.

2.3.1 Teacher qualifications and achievements.

Teachers should have high mastery of the subject content by going through formal education which is beyond the level of his student [Psachiropoulos 1985]

This is supported by Colloids [1989] who found teachers with more post secondary education to achieve more with their students than teachers with less post secondary education.

The economist is much more interested in the relationship between input and output of the school system as a measure of its productivity and efficiency [Beeby 1966]. School quality can be seen at the level of material inputs allocated per each school pupil and the efficiency with material inputs are organized to raise pupils' performance [Eshwan 1993]

The teacher is therefore a central input to the school system whose role on determining achievement needs investigation. Teacher certification and academic qualification are particularly important to upper secondary level [Alexander and Simon 1980].

This view is supported by husen [1978] who says that there positive association between teacher training variables and standard learning. They are convinced that training teacher do make a difference and that teacher's qualification experience and amount of education and knowledge are truly related to students' achievements Maundu 1986, Twoli [1986] Sifuna [1989] and Ojwang [1995] found significant effect of teacher qualification on achievement of students.

But Thaïs and corney 1972 on the other hand revealed zero correlation between teachers' qualifications and students' examination scores in Kenya, Egypt and Paraguay, psacharapoulus [1985] also points out that students do almost as well when studying under untrained teachers as they do when studying under trained graduates from university.

Jones [1997] studied the effect of trained and untrained teachers in classroom performance in Barbados and established that trained teachers do not have advantage over untrained teachers in classroom performance. Therefore, they need to confirm the effect of training on students' achievements which will help the government to justify the huge expenditure on teachers' training. The past studies stress education on qualification but even after achieving almost 100 percent teacher training for secondary level, the achievement in mathematics has remained low deteriorated to the detriment of girls.

2.3.1 Facilities in Schools and Academic Performance.

The success or failure of secondary schools is measured against the presence or absence of structures and facilities' provision and management [Nsubuga 1977] holds the view that an important element of a good school is that with good facilities. He emphasizes that a good school should have adequate facilities which help with teachers and pupils to effectively teach and effectively learn in a convenient and comfortable environment.

According Kochlar [2001], physical facilities contributes a lot to the general atmosphere of the school. He suggests that healthy surroundings, good sanitary arrangements leave little scope for irritation. Adequate library and reading room facilities, special rooms for different subjects, common rooms and so will the students busy and away from indiscipline.

Musaazi [1982] and Ssekamwa [2000] agreed that most programs of instructions and pupil services require some physical facilities such as school buildings, school grounds, enough desks, chairs, reading material and laboratory needed in instructions and incidental to institutions. The possession of adequate facilities in the schools for studying is a characteristic of an effective school.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter contains the details of different methods the researcher used to compile/collect data.

3.1 Research design

The researcher employed a descriptive design both qualitative and quantitative were used. Qualitative methods helped the researcher get a deeper meaning of the study while quantitative helped in analyzing the members that will be involved in the study.

3.2 Environment/Area and population of study.

This study was conducted in selected schools of Makindye Division Kampala district of Uganda. The case study was selected because that's where the researcher lives and therefore it was easy to get information from the respondents. The cost of research also was reduced, that is, in terms of transport, meals and accommodation.

3.3 Sample selection.

The respondents included learners both teachers and students. The teachers and students were selected randomly while with the help of teachers, the learners were selected purposively.

3.4 Data collection.

The instruments of the study included questionnaires to teachers and focus group discussions with students.

3.4.1 Research instruments

Questionnaires were used to extract information from teachers and this is so because they helped the researcher to obtain data with in a short time and focus group discussions were used to get information from learners. The discussions were held in languages that respondents understand.

3.5 Data collection procedure.

A letter of introduction from the University Faculty of Education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before questionnaires are distributed to teachers and focus group discussions carried on with the teachers. The data collected was sorted and categorized after it was analyzed. The recommendations were made.

3.6 Methods of data analysis.

Data analysis was done using statistics package for the social scientists for the quantitative data. Quantitative data was analyzed to generate information got from the study. Data was tabulated using frequency counts and percentages.

Quantitative data was analyzed basing on the items derived from the objectives of the study. The information got was used to supplement and complement what will be derived from quantitative data.

3.7 Statistical Treatment of Data.

The mean score of the number of individuals that gave a particular response was obtained. The following formula was used to obtain the mean scores

$$\bar{X} = \frac{X_1 + X_2 + \dots + X_n}{n}$$

Where

\bar{X} = The mean score.

Σ = Summation.

n = Sample size.

X_1 = Sample.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction.

The chapter is a presentation, interpretation and discussion of the findings. The results are presented in form of tables, frequency counts and percentage.

4.1 Profile of the respondents.

Table 1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	55	61
Female	35	39
Total	90	100
Age		
19-24yrs.	25	28
25-30yrs	35	39
31 +	30	33
Total	90	100
Academic level		
Certificate	20	22
Diploma	30	33
Degree	40	44
Total	90	100

Source: Field Data

One hundred questionnaires [100] were distributed to the teachers but ninety [90] were filled and returned. This, therefore, represent 90% of the total number of questionnaires that were distributed. The study covered 90 randomly selected teachers of whom 55 [61%] were male and 35 [39%] were female. Age category of the respondents was divided into three groups, that is, 19-24 years were 25 which was 28%, 25-30 years were 35 [39%], 31 and above were 30 [33%] of the respondents.

The academic level of the respondents was divided into three categories, that is, certificate, diploma and degree. 20 [22%] of the respondents had certificates, 30 [33%] had diplomas and 40 [44%] had degrees.

Focus group discussions were to extract data from the pupils. 60 students were included in the discussion of which 30 were boys and 30 were girls.

4.2 Teacher Transfer and Academic Performance of Students.

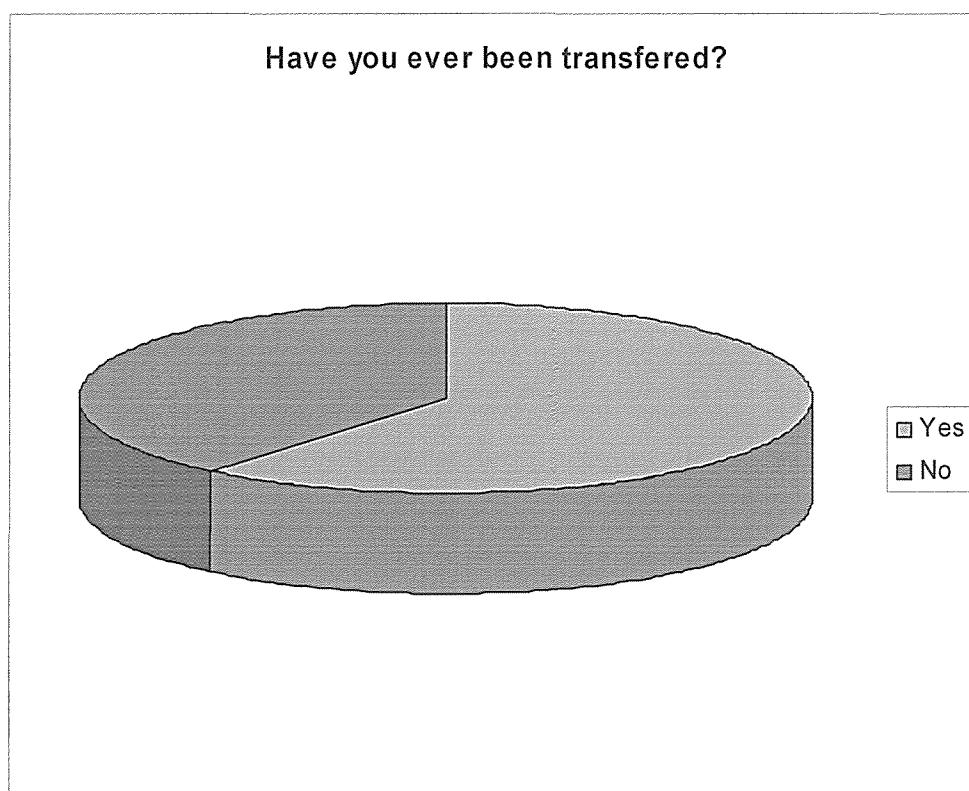
The respondents were asked whether they have been transferred and these were their responses.

Table 2: Have you ever been transferred?

Respondents	Frequency	Percentage
Yes	55	61
No	35	39
Total	90	100

Source: Field Data.

Figure 2: Have you ever been transferred?



Source: Field Data.

The table and figure shows that 55 [61%] of the respondent agreed that they have ever been transferred and 35 [39%] disagreed.

Students revealed in focus group discussion that their teachers have been transferred to other schools. The respondents were asked the reason for their transfer and this was their response.

Table 3: Reasons for their transfer

Response	Frequency	Percentage
Performance was poor	10	11
Other schools had few teachers	40	44
My performance was good	20	22
Reason unknown	20	22
Total	90	100

10 [11%] of the respondents said that the reason for their transfer was that their performance was totally poor, 40 [44%] said that their transfer came because other schools had few teachers during that particular time, 20 [22%] assert that their performance was good and 20 [22%] said that their transfer was unknown.

Most of the students never knew the reasons why their teachers were transferred but only saw them moving or transferred. The respondents were asked how did the transfer affect their performance and this was their response.

Table 4: How Did the Transfer Affect your Performance?

Response	Frequency	Percentage
Improved	45	50%
Deteriorated	15	17%
Did not change	30	33%
Total	90	100%

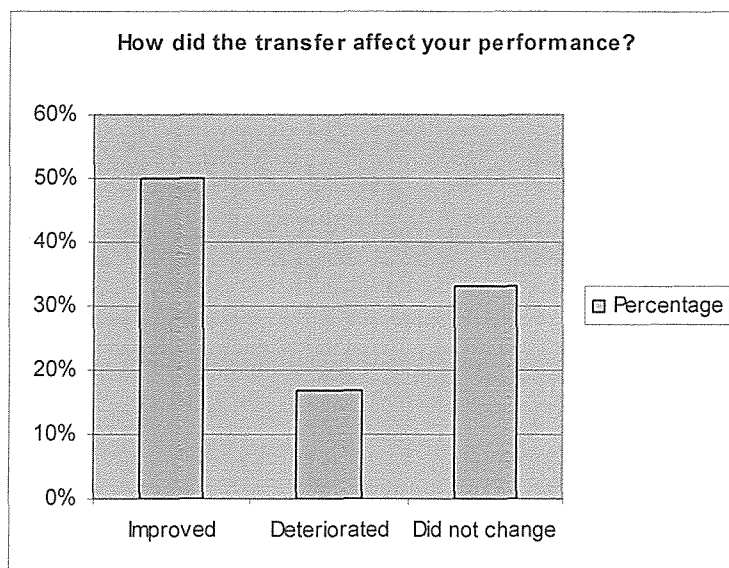
Source: Field Data.

Table 5: How did your transfer affect your performance?

Response	Frequency	Percentage
Improved	45	50%
Deteriorated	15	17%
Did not change	30	33%
Total	90	100%

Source: Field Data.

Figure 3: How did the transfer affect your performance?



Source: Field Data.

According to the table and figure 45[50] of the respondents said that their transfer helped them to improve their performance while 15[17%] said that it deteriorated them and 30[33%] said that their transfer did not change their performance at all.

According to the students some teachers are so good and when transferred it is difficult to replace them which means that they may perform poorly in that subject .However others revealed that some teachers were not good and therefore by transferring them, the students get an opportunity to get a better teacher.

The respondents were further asked how did their transfer affect their academic performance of students in their new schools and this was their response.

Table 6: How did your transfer affect the performance of the students in the new school?

Response.	Frequency	Percentage
Improved	50	56%
Deteriorated	5	5%
Did not change	35	39%
Total	90	100%

50 [56%] of the respondents said that their transfer improved the academic performance of students in their new schools while 5[5%] said it deteriorated the academic performance and 35[39%] said it did not change the academic performance of pupils.

According to the students in new schools some agree that the new teachers enabled them to improve the performance while others said that it deteriorated their performances

The respondents were asked whether transferring is a good idea and this was their response.

Table 7: Do you think transferring teachers is a good idea?

Response	Frequency	Percentage
Yes	60	67%
No	10	11%
Not sure	20	22%
Total	90	100%

60[67%] of the respondents agreed that transferring teachers is a good idea while 10[11%] disagreed and 20[22%] were not sure. Those who agreed said that when a teacher changes the environment, he /she perform better because he/she leaves no room for mistakes so that he/she impresses the new people he/she has gone to.

According to the learners, transferring teachers has both positive and negative repercussions to the teachers and learners. For the teachers transferring them may encourage them or discourage them to perform better, while for 6the students, they may get a better teacher or one that's worse than their former teacher.

4.3 Teacher Promotion and academic Performance of pupils.

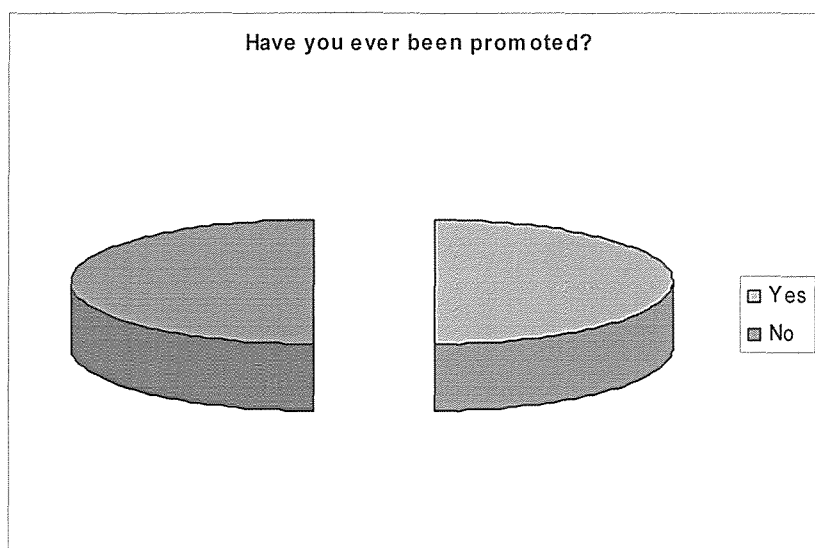
The respondents were asked whether they have ever been promoted and this was their response.

Table 8: Have you ever been promoted?

Response	Frequency	Percentage
Yes	45	50%
No	45	50%
Total	90	100%

Source: Field Data.

Figure 4: Have you ever been promoted



Source: Field Data.

45[50%] of the respondents agreed that they have been promoted and 45[50%] disagreed. The students revealed that some teachers have been promoted from being just teachers to being directors, deputy head teachers

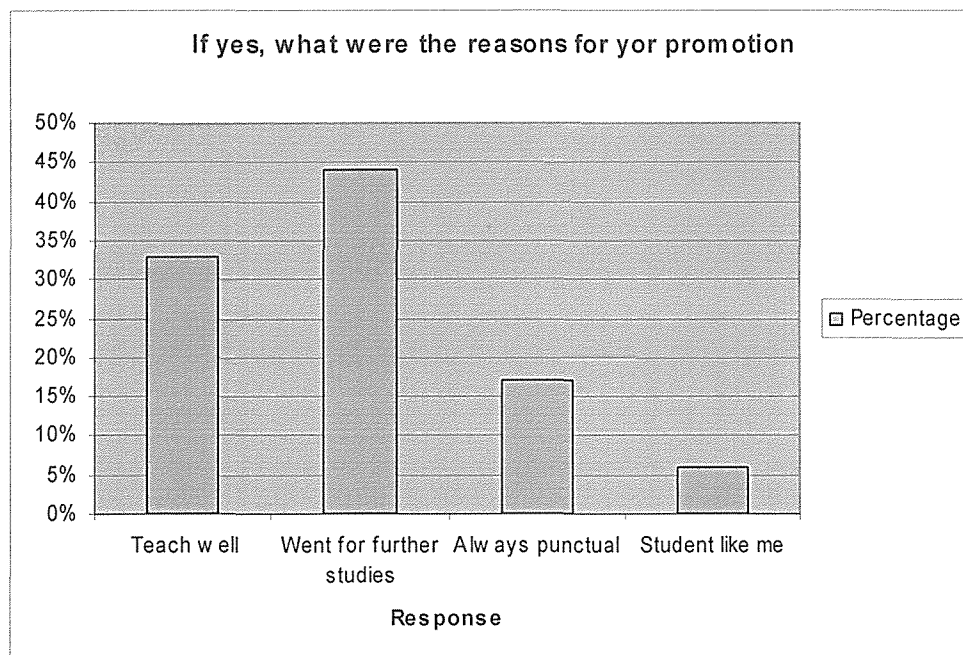
The respondents were asked the reason for the promotion and this was their response.

Table 9: If yes, what was the reason for your promotion?

Response	Frequency	Percentage
Teach well	30	33%
Went for further studies	40	44%
Always punctual	15	17%
Student like me	5	6%

Source: Field Data.

Figure 5: If yes, what were the reasons for your promotion



Source: Field Data.

The table and figure shows that 30[33%] of the respondents said that the reason for their promotion was that they teach well, 40[44%] said that because they went for further studies while 15[17%] said they were always punctual and 5[6%] said because the students liked them.

The students revealed that most teachers who were promoted are hardworking and others went for further studies. The correspondents were asked how the promotion affected their performance and this was their response.

Table 10: How did the promotion affect your performance?

Response	Frequency	Percentage
Improved	60	67%
Deteriorated	20	22%
Did not change	10	11%
Total	90	100%

Source: Field Data.

60[67%] of the respondents said that promotion improved their performance while 20[22%] said it deteriorated their performance and 10[11%] said it did not change their performance.

According to the students, teachers who are promoted work harder than before their promotion.

The respondents were asked how did the promotion affect their students promotion and these were their response.

Table 11: How did the promotion affect the students performance?

Response	Frequency	Percentage
Improved	70	78%
Deteriorated	5	5%
Did not change	15	17%
Total	90	100

Source: Field Data.

According to the table, 70[78%] of the respondents said that their promotion improved students performance while 5[5%] said it deteriorated the students' performance and 25[27%] said it did not change their performance.

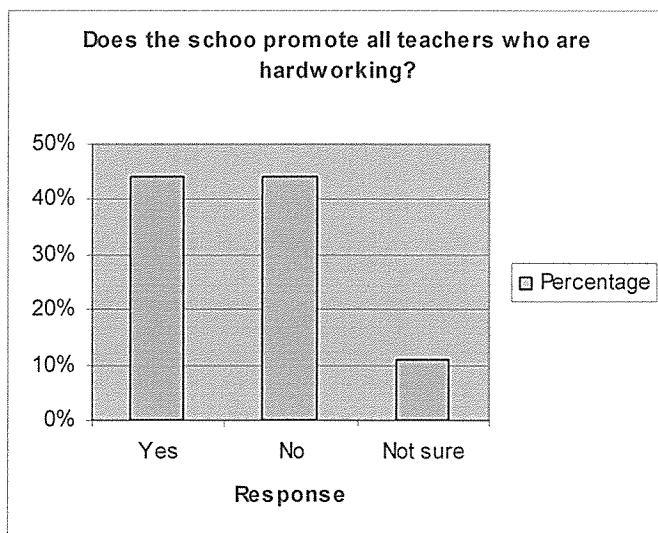
The students revealed that since the teacher who's promoted works harder, the student also works hard along with him/her to achieve higher in academics. The respondents were asked whether the school promotes all teachers who are hard working and these were their response.

Table 12: Does the school promote all teachers who are hard working?

Response	Frequency	Percentage
Yes	40	44%
No	40	44%
Not sure	10	11%
Total	90	100

Source: Field Data.

Figure 6: Does the school promote all teachers all are hardworking



Source: Field Data.

The table and figure shows that 40[44%] of the respondents agreed that the school promotes teachers who are hard working while 40[44%] disagreed and 10[11%] were not sure.

According to the students most especially in private schools said that not all hard working teachers are promoted because according to them, they have very hard working teachers but have not been promoted.

The respondents were asked whether there's a relationship between teachers' promotion and academic performance of the pupils.

Table 13: Is there a relationship between teachers' promotion and academic performance of pupils?

Response	Frequency	Percentage
Yes	75	83%
No	6	7%
Not sure	9	10%
Total	90	100%

Source: Field Data.

75[83%] of the respondents agreed that there's a relationship between teachers' promotion and academic performance, while 6[7%] disagreed and 9[10%] were not sure.

According to the students, if the teacher is hard working that means that he/she wants his/her students to perform well and therefore they make sure they do so.

4.4 Increase of teacher's salary and academic performance of pupils.

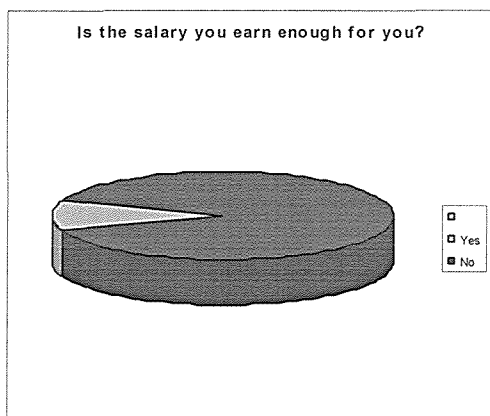
The respondents were asked whether the salary they earn was enough for them and these were their response.

Table 14: Is the salary you earn enough for you?

Response	Frequency	Percentage
Yes	10	11%
No	80	89%
Total	90	100%

Source: Field Data.

Figure 7: Is the salary you earn enough for you?



Source: Field Data.

According to the table and figure only 10[11%] of the respondents agreed that the salary they earn is good for them while 80[89%] disagreed.

The respondents were asked whether the school sometimes increase their salary and this was their response.

Table 15: Does the school sometimes increase teachers' salary?

Response	Frequency	Percentage
Yes	42	47%
No	48	53%
Total	90	100%

Source: Field Data.

42[47%] of the respondents agreed that schools sometimes increase teacher' salary while 48[53%] disagreed

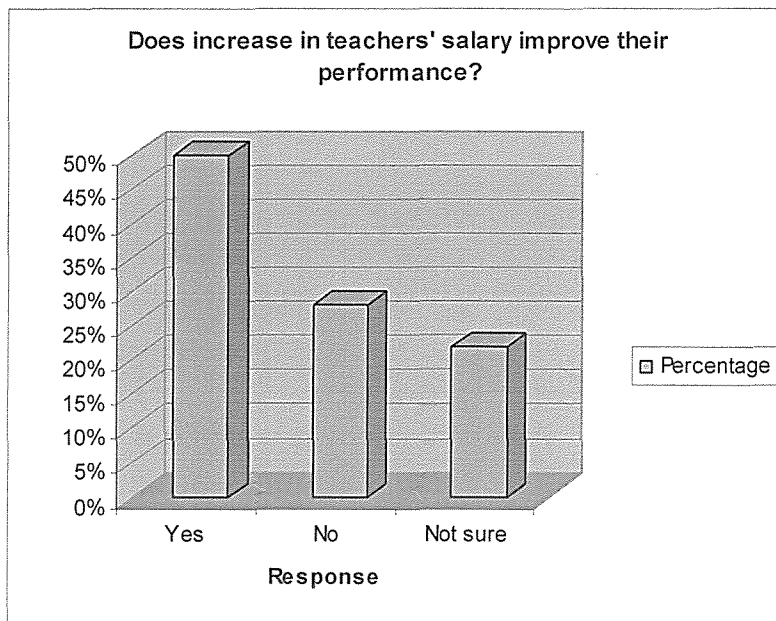
The respondents were asked whether increasing teachers' salary can improve their performance and this was their response.

Table 16: Can increasing teachers' salary improve their academic performance?

Response	Frequency	Percentage
Yes	45	50%
No	25	28%
Not sure	20	22%
Total	90	100%

Source: Field Data.

Figure 8: Does increase in teacher's salary improve their performance?



Source: Field Data.

The table and figure show that 45[50%] of the respondents agreed that increase in teachers' salary improve their performance while 25[28%] disagreed and 20[22%] were not sure.

The students revealed that even if they did not know how much their teachers earned, increasing their salary definitely improved their performance. The respondents were asked whether they thought there's a relationship between increase in teachers' salary and academic performance of students and this was their response.

Table 17: Relationship in teachers' increase in salary and academic performance of pupils.

Response	Frequency	Percentage
Yes	57	63%
No	20	22%
Not sure	13	15%
Total	90	100%

Source: Field Data.

57[63%] of the respondents agreed that there's a great relationship teachers' increase in salary and academic performance of students while 20[22%] disagreed and 13[15%] were not sure of the relationship between the two.

The students on the other hand disagreed revealed that when teachers are paid well they work hard and this means that's the students will be encouraged teachers to work hard and hence improve on the academic achievements of the pupils

The respondents were asked whether they work hard so that their salary is increased and these were their response

Table 18: Do you work hard so that your salary is increased?

Response	Frequency	Percentage
Yes	62	69%
No	28	31%
Total	90	100%

Source: Field Data.

62[69%] of the respondents agreed that they work hard so that their salaries are increased while 28[31%] disagreed and said that they work for the goodness of the job/professional

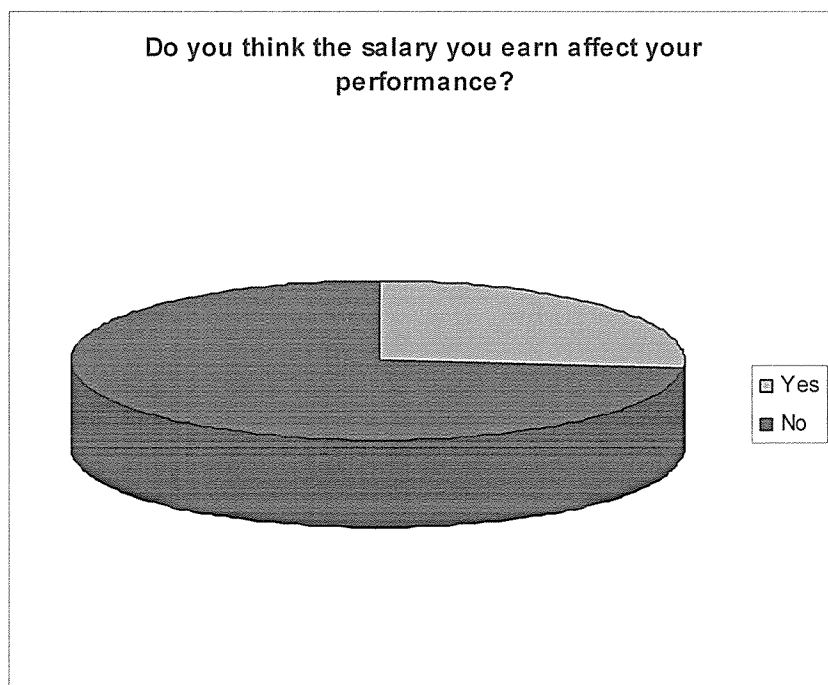
The respondents were asked whether they thought the salaries they earned affect their performance and these were their response.

Table 19: Do you think the salary you earn affects your performance?

Response	Frequency	Percentage
Yes	24	27%
No	66	75%
Total	90	100

Source: Field Data.

Figure 9: Do you think the salary you earn affect your performance



Source: Field Data.

The table 18 and figure 9 shows that 24[27%] of the respondents agreed that the salary they earn affect their performance and 66[3%] disagreed. According to the learners when teachers are paid little they do not feel motivated which means they do not teach very well which eventually affect the learners performance.

CHAPTER FIVE.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS.

5.0. Introduction

The major purpose of the study was to investigate teacher motivation and academic performance in selected schools of Makindye division Kampala district Uganda.

This chapter focuses on the discussions of the findings, conclusions and recommendation finally the chapter ends with possible suggestions for further research.

5.1 Discussions

The first research objective sought to determine teachers transfer and academic performance of pupils. The study found out that transferring teachers had negative and positive impacts on both the students and teachers depending on the reason why the teacher is being transferred and to where he/she is being taken. It was established that students gain from transfers if the teacher has not been performing well but lose if the teacher has been very good.

The second research objective was to determine teacher promotion and the academic performance of pupils. The data that was gathered indicates that promoting teachers largely depends on their efficiency and also boost their

morals and therefore work harder than before. The study also found out that students benefit because hard working teachers work more which results into better performance of students.

The third objective was to determine increase of teacher's salary and academic performance of pupils. It was established that when teachers are well paid or when their salary is increased, they feel an obligation to teach well and this improves the academic performance of pupils.

5.2 Conclusion

The main purpose of the study was to investigate teacher motivations and academic performance in selected schools of Makindye division Kampala district of Uganda

Transferring teachers has both negative and positive impacts on the students and teachers. The teachers who are hard working need to be promoted to boost their moral and to motivate them. Finally increasing teachers salary is an incentive hard work and can help in improving the academic performance of pupils in schools.

5.3 Recommendations

The government should make sure that the teacher are given something to motivate them so that they feel appreciated and also improve on their performance.

Schools should make sure they reward and promote teachers who are hard working to encourage them do more than they are doing.

5.4 Suggestion for further research

More research should be done on teacher's incentive sand academic performance of pupils. Few studies have focused on it because they have not realized the impact. It has on the education of children.

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APPENDICIES

APPENDIX I:

QUESTIONNAIRE TO THE TEACHER

Dear respondent,

The purpose of the study is to investigate teacher's incentives and how they affect the performance of students in selected schools of Makindye Division Kampala district of Uganda and you have chosen to be in the study. You are requested to tick where appropriately and fill in the gaps. I would like to your attention that the information will be treated with almost confidentiality.

NB; Do not write your name anywhere on this paper.

Personal information.

Age;

19-24yrs

☐

25-30yrs

☐

30and above

☐

Sex.

Female

☐

Male

☐

Educational level.

Certificate	<input type="checkbox"/>
College	<input type="checkbox"/>
University	<input type="checkbox"/>

Teachers transfer and academic performance of pupils.

1. Have you been transferred to another to another school?

Yes

No

2. If yes, what was the reason?

Poor performance

The other school had few teachers

My performance was good

Reason unknown

3. How did the transfer affect your performance?

Improved

Deteriorated

Did not change.

4 How did your transfer affect the academic performance of students in your new school?

Improved

☐

Deteriorated

☐

Did not improve

☐

5. Do you think transferring teachers is a good idea?

Yes

☐

No

☐

Not sure

☐

6. Give reasons for whatever answer in question 5

.....
.....

7. How did you find the school you where transferred to?

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

Teacher promotion and the academic performance of pupils

8. Have you ever been promoted?

Yes

☐

No

☐

9. If yes, what was the reason?

I teach well

☐

I went for further studies

☐

Always punctual

☐

Students like me

☐

10. How did the promotion affect your performance?

Improved

☐

Deteriorated

☐

Did not change

☐

11. How did it affect the performance of the pupils?

Improved

☐

Deteriorated

☐

Did not change

☐

12. Does the school promote all teachers who are hard working?

Yes ☐

No ☐

Not sure ☐

13. Do you think there is a relationship between teacher promotion and academic performance of pupils?

Yes ☐

No ☐

Not sure ☐

Increase in teachers' salary and academic performance of pupils.

14. Is the salary you earn enough for you?

Yes ☐

No ☐

15. Does the school sometimes increase teachers' salary?

Yes ☐

No ☐

16. Do you think increasing teachers' salary can improve their performance?

Yes

☐

No

☐

Not sure

☐

17. Do you think there is a relationship between increasing teachers' performance and academic performance of pupils?

Yes

☐

No

☐

Not sure

☐

18. Do you work hard so that your salary is increased?

Yes

☐

No

☐

19. Do you think the salary you earn affects your performance?

Yes

☐

No

☐

APPENDIX II:

FOCUS GROUP DISCUSSION FOR THE STUDENTS.

1. Has any of your teachers been transferred?
2. How did it affect your performance in class?
3. Do you think transferring teachers is a good idea?
4. Has any of your teachers been promoted?
5. If yes, how has it affected you?
6. What have the teachers who have been promoted done to be promoted?
7. Do you think there's a relationship between teachers' promotion and
academic performance of pupils?
8. Do you think increasing teachers' salary can improve their performance?

APPENDIX III: TIME FRAME OF THE STUDY

Activity	Time in months.			
	1	2	3	4
Proposal writing				
Data collection				
Data analysis				
Submission				

APPENDIX IV:

BUDGET OF THE STUDY.

ITEM	AMOUNT [UG. Shs]
Stationary; papers, pens, pencils, Colors, calculators, etc.	50,000
Transport	100,000
Phone calls	100,000
Internet usage	40,000
Typing & printing	80,000
Miscellaneous	180,000
Total	550,000