MOTIVATIONAL FACTORS AND TEACHER PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION (UPE) SCHOOLS IN NYENGA SUB-COUNTY, MUKONO DISTRICT

BY

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DECLARATION

I, **MONICA BIRABWA** hereby declare that this is my original work and has never been presented to any university for an award of a degree.

Signed: ……

MONICA BIRABWA

Date: ……

APPROVAL

I hereby certify that the dissertation titled “Motivational factors and teacher performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District” is the original and individual work of Ms. Monica Birabwa and has been done under my supervision.

Signed: ……

DR. D. ONEN

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Date: ……

DEDICATION

This scholarly work is dedicated to my husband, Ssalongo Sserubogo Michael; my daughters (Nakato Letitia, Babirye Jennifer); my mother, Dorothy Nabwegamu, and finally to my pastor Mr. A. Wagaluka for always encouraging me to pursue further studies. May the Almighty God reward them abundantly for their efforts towards my studies.

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ABSTRACT

The purpose of the study was to establish the relationship between motivational factors and teacher performance in the UPE schools in Nyenga Sub-county, Mukono District. The study was guided by three objectives; namely: to establish the relationship between of (i) physiological, (ii) safety, and (iii) esteem needs on teacher performance in the said schools. A cross–sectional survey research design was used to relate motivational factors to teacher performance. A sample of 98 teachers participated in the study by answering the questionnaire and took part in interviews. Data collected by the researcher was entered using SPSS, analyzed and interpreted using frequencies and percentages to show the distribution of teachers on different items. This was followed by hypothesis testing using Pearson's Linear Co-relational Coefficient (r).

The study findings showed that physiological, safety and esteem needs were positively related to teacher performance in UPE schools in Nyenga Sub-county, Mukono District. The researcher concluded that, when physiological, safety and esteem needs are satisfied, there is high teacher performance and when they are not satisfied, there is low teacher performance. Finally, the researcher recommended that the education stakeholders should motivate teachers through meeting their physiological, safety and esteem needs to enhance their job performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Teacher performance is a key determinant of the quality of education and this is true particularly at primary level, where children are not yet at the stage of learning on their own. However, in practice, some teachers do not perform well. This can be attributed to several factors. The case of teachers in Nyenga Sub-County, Mukono district is not any exception. Therefore, the study targeted at finding out how motivational factors influence teachers' performance with the view of recommending how their performance can be improved. In chapter one, the researcher presents the background, problem statement, purpose, specific objectives, research questions, hypotheses, scope and the significance of the study.

1.1 Background

The background is divided into four perspectives; namely: the historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical perspective

Many researchers have had interest in the performance of teachers in different settings. For instance, Okwir–Okulo (2006) studied the contribution of motivational practices and performance of secondary school teachers in the Lango Sub-region and observed that different practices employed by school managers greatly determine teachers' performance. Kamwine (2004) meanwhile researched on the management of appraisal schemes and teacher performance in Kampala District and discovered that the way

appraisal schemes are managed affect teacher performance. Nabuduwa (2000) on the other hand, studied the effects of abolition of Parents-Teachers' Association (PTA) fees on teachers' performance and she found out that the abolition of PTA fees had a negative impact on teachers' performance. Meanwhile, Toto (2003) also researched on the patterns of motivation and performance maturity levels and concluded that patterns of motivation greatly affect performance maturity levels. However, those past researchers did not relate motivational factors on teacher performance in UPE Schools of Nyenga Sub-county, Mukono District. In addition, their study scope was different from the scope of this study hence the gap which this study attempted to fill.

1.1.2 Theoretical perspective

In this study, performance of teachers was perceived as an outcome of motivation. The researcher thus invoked Maslow's (1943) Hierarchy of Needs Theory of Motivation to underpin the study. The theory stipulates that human beings are motivated by unsatisfied needs to perform work and further elaborates that human needs are in the form of a hierarchy, ascending from the lowest to the highest, and that when one set of need is satisfied, it ceases to be a motivator. The basic needs of motivation according to Maslow's theory are, physiological, safety, social, esteem ending with self actualization needs**.** Each of the motivational factors in the Maslow's theory contains sub-elements among which are air, water, nourishment, sleep, living in a safe area, medical insurance, job security, financial reserves, need for friends, need for belonging, need to give and receive love, self respect, achievement, attention, recognition and reputation, truth, justice, wisdom and meaning. It is on the basis of Maslow's theory of motivation that made the researcher to hypothesize that teacher performance in Universal Primary

Education (UPE) schools in Nyenga Sub-county, Mukono District was related to motivation.

1.1.3 Conceptual perspective

In this study, the dependent variable was teacher performance; where performance refers to the act of carrying out something (Merriam, 1993). The definition of teacher performance was used to refer to the willingness and commitment of teachers to carry out their roles and responsibilities as implied in the guidelines, roles and responsibilities of stakeholders in the implementation of UPE (Ministry of Education and Sports, 1998). Teacher performance was manifested in the form of preparing schemes of work and lesson plans for approval by the head teacher, teaching both curricular and co-curricular programmes, providing appropriate guidance and counseling and providing all-round education and exemplary leadership to pupils.

The independent variable in this study was motivational factors. Musaazi (1980) defines motivational factors as consisting of tangible and intangible things such as bonus, promotion, good leadership and morale. He crowns up the statement that motivation improves the desire to do something better and it improves performance in an organization. In this study, motivational factors were referred to as response by management to unsatisfied needs of employees. The unsatisfied needs that motivate employees to improve on their performance were categorized as physiological, safety, social and esteem needs.

1.1.4 Contextual perspective

The study took place in Nyenga Sub-county, Mukono District, where teacher performance had been observed by the researcher to be low. For example, Mumanyire (2005) reported that teacher's performance in UPE schools of Nyenga was low after observing that teachers report late and leave early before the end of official time; they have low commitment to accomplish their duties in specified time and they have negative attitude towards responsibilities. There is high absenteeism rate hence failure to cover content in specified time. The observations were supported by the study that was done by the Ministry of Education and Sports (MOES, 1997) and the report by Mukono District Education Officer (2008) which also revealed that teacher performance was very low in Nyenga Sub-County Mukono District. This prompted the researcher to trace the relationship between motivational factors and teachers performance in the Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District.

1.2 Statement of the problem

Teacher performance is a key determinant of the quality of education and in any organization, good performance of staff leads to attaining of set goals and objectives (Mullins, 2002). This can be judged on the rate of commitment of the workers, pupils' academic progress and ability to achieve institutional aims, goals and objectives. Unfortunately however, teacher performance in the Universal Primary Education (UPE) schools in Nyenga Sub-county is very low (Mumanyire, 2005). This poor teacher performance has led to undesirable outcomes such as, constant break down of institutional work, low productivity or no result at all, pupils indiscipline, low job satisfaction and bad image of the school. While there are several contributory factors affecting teachers performance in Nyenga Sub-county, motivational factors may have

played a major role (Maicibi, 2005). Hence, the need for this study to appraise the role of motivational factors on the performance of Universal Primary Education (UPE) school teachers in Nyenga Sub-county, Mukono District.

1.3 Purpose

The purpose of the study was to establish the relationship between motivational factors and teacher performance in UPE schools in Nyenga Sub-county Mukono District.

1.4 Objectives

The specific objectives of the study were:

(i) To establish the relationship between physiological needs and teacher performance in UPE schools in Nyenga Sub-county, Mukono District.

(ii) To establish the relationship between safety needs and teacher performance in UPE schools in Nyenga Sub-county, Mukono District.

(iii) To establish the relationship between esteem needs and teacher performance in UPE schools in Nyenga Sub-county, Mukono District.

1.5 Hypotheses

The study was guided by the following hypotheses:

(i) Physiological needs have a positive relationship with teacher performance in UPE schools in Nyenga Sub-county, Mukono District.

(ii) Safety needs have a positive relationship with teacher performance in UPE schools in Nyenga Sub-county, Mukono District.

(iii) Esteem needs have a positive relationship with teacher performance in UPE schools in Nyenga Sub-county, Mukono District.

1.6 Research questions

The research sought answers to the following questions;

(i) What is the relationship between physiological needs and the performance of teachers in UPE schools in Nyenga Sub-county, Mukono District?

(ii) What is the relationship between safety needs and the performance of teachers in UPE schools in Nyenga Sub-county, Mukono District?

(iii) What is the relationship between esteem needs and the performance of teachers in UPE schools in Nyenga Sub-county, Mukono District?

1.7 Scope

Geographically, the study was conducted in Nyenga Sub-county Mukono District, located 43 kilometers along Jinja road. The study specifically focused on teachers as respondents. In content, the study focused on how satisfaction of motivational factors affects teacher performance in UPE schools in Nyenga Sub-county, Mukono District. Precisely, safety needs, esteem needs and physiological needs were studied. Teacher performance meanwhile was looked at in terms of how best teachers perform their tasks of teaching, marking pupils' work and engaging in co-curricular activities.

1.8 Significance

The study could be of help to the education administrators and managers in UPE schools (e.g. the Board of Governors, parents, and the District Education Officer) in Nyenga Sub-county in particular and Mukono District in general and other education stakeholders to identify different motivational factors that are responsible for their worker's performance, how to maintain and or improve upon such factors.

Academically the study will provide necessary knowledge for the future researchers to base on as means of reference.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter gives the theoretical review, conceptual framework and literature related to the respective objectives.

2.1 Theoretical review

In this study, performance of teachers was perceived as an outcome of motivation, and therefore invoked Maslow's (1943) Hierarchy of Needs Theory of Motivation, which stipulates that human needs are in form of a hierarchy, ascending from the lowest to the highest and that when one set of needs is satisfied it ceases to be a motivator. It further states that human beings are motivated by unsatisfied needs. The basic needs according to the theory are presented and discussed in order of importance as follows; Physiological needs**,** are those required to sustain life such as air, water, nourishment, sleep; if such needs are not satisfied then one's motivation will arise from the quest to satisfy them. Higher needs such as social needs and esteem needs are not felt until one has met the needs basic to one's bodily functioning. Safety, once physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by, living in a safe area, medical insurance, job security, and financial reserves. If a person feels that he or she is in harm's way, higher needs will not receive attention.

Social needs; once a person has met the lower level physiological and safety needs, higher level needs become important, the first of which are social needs. Social needs are those related to interaction with other people and may include; need for friends,

need for belonging, need to give and receive love. Esteem: once a person feels a sense of belonging, the need to feel important arises; esteem, needs may be classified as internal or external. Internal esteem needs are those related to self esteem such as self respect and achievement. External esteem needs are those such as social status and recognition, some esteem needs are, self respect, achievement, attention, recognition and reputation. Self actualization: It is the quest of reaching one's full potential as a person. Unlike lower level needs, this need is never fully satisfied; as one grows physiological needs these are always new opportunities to continue to grow. Self actualized people tend to have needs such as; truth, justice, wisdom, meaning. Only a small percentage of the population reaches self actualization. From the above theoretical expression, one can categorically conclude that the performance of teachers in the UPE schools in Nyenga sub-county Mukono District could be related to motivation.

2.2 Conceptual framework

The conceptual framework below indicates how motivational factors relate to teacher performance in UPE schools in Nyenga sub-county Mukono District

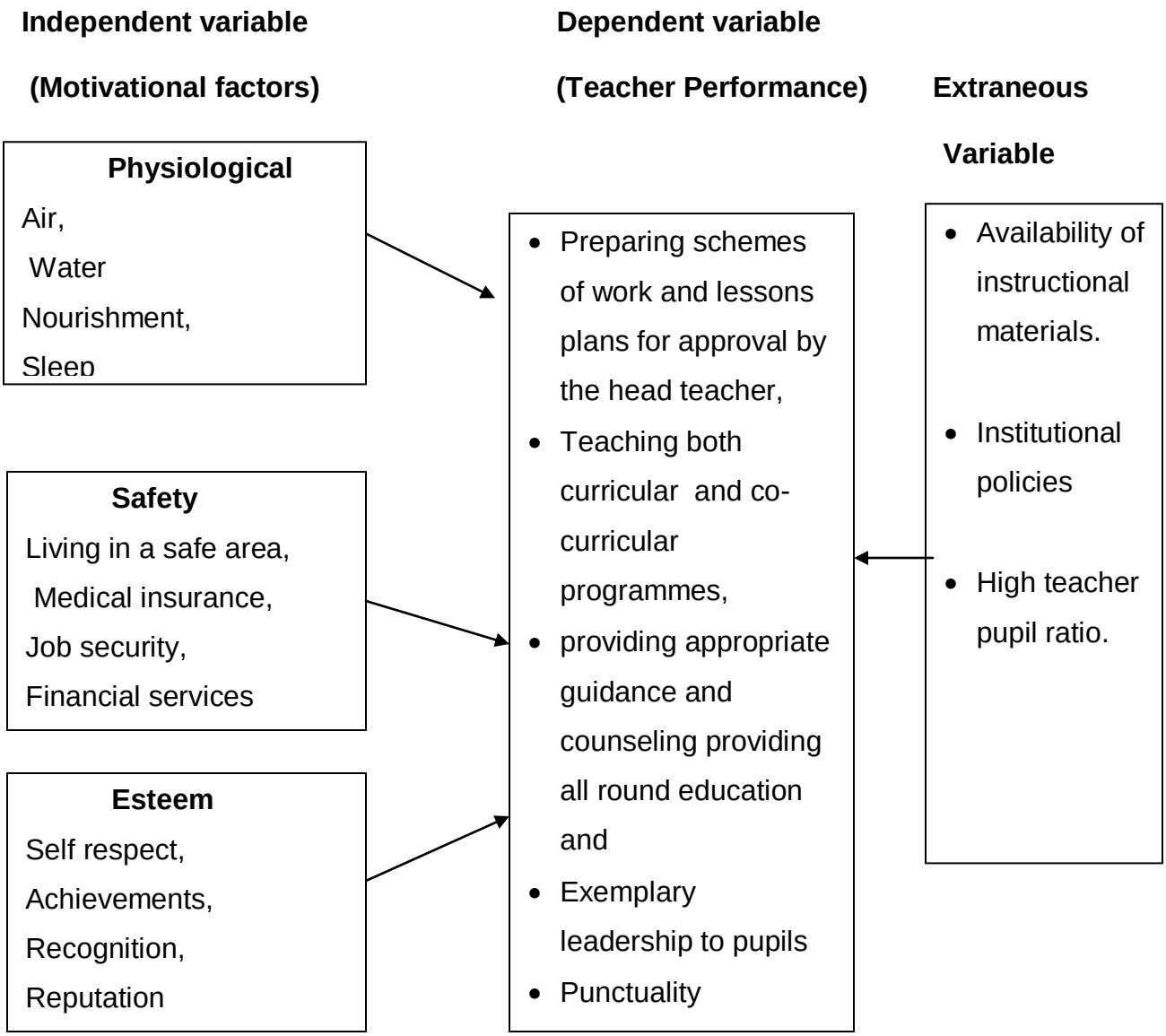

Fig 2.1 Conceptual framework relating motivational factors to teacher's performance

Source: Self-Developed based on the Maslow's (1943) Hierarchy of Needs Theory of Motivation.

The framework in Fig 2.1 suggests that the independent variable is conceptualized into three elements that attract motivation, namely; physiological, safety and esteem needs, psychological needs are conceptualized as air, water nourishment and sleep. Safety needs is conceptualized as living in a safe area, medical insurance, Job security and financial services. Esteem need is conceptualized as self respect, achievements, recognition and reputation. The independent variable; teacher performance is conceptualized as, preparing schemes of work and lessons plans for approval by the head teacher, teaching both curricular and co-curricular programmes, providing appropriate guidance and counseling, providing all round education and exemplary leadership to pupils, marking of pupils work, pupils' academic performance, punctuality and completion of syllabi.

2.3 Related literature

This section reviews literature related to respective specific objectives in this research.

2.3.1 Physiological needs and job performance

Physiological needs are primarily the needs arising out of biological tension and they are there to sustain life itself. These needs include food, water, shelter and sex. Abraham (1954) defines physiological needs as needs required to sustain life and they include; air, water nourishment, and sleep. Drucker (1999) reiterates that when he asks people what kinds of motivation workers really need in order to perform well, many people tell him it is "employee satisfaction". But to Drucker, satisfaction is inadequate motivation. He thinks that the only thing that will serve always is an internal "self motivation" for performance that is responsibility, not just job satisfaction. Armstrong (1996) reports that motivation at work can take place in two ways; People can motivate

themselves by seeking, finding and carrying out work (or being given work), which satisfies their needs or at least leads them to expect that their goals will be achieved. When this is the case, motivation is provided by employees themselves. People can be motivated by managements or administrations of organizations through such methods as pay or pay incentives, praises and promotion. Adams' (1995) equity theory of motivation, suggest that we use pay as the primary outcome against which we compare our inputs to determine if we are being treated equitably. If pay is contingent performance, it will encourage workers to high level of performance effort.

Karvarlemo (2000) re-affirmed the application of Maslow's hierarchy of needs theory of motivation in the school situation and states that teachers need a wage sufficient to feed, shelter and protect their families if they have to dedicate their energies and time to school obligations other than for survival. Conversely, they also need assurance of sustainability of the above basics so as to continue pursuing organizational goals. Carron (1996) asserts that teacher quality and performance is more of a question of motivation than of skills and those skills alone will not guarantee teacher quality and performance and recommends supplementing with motivation using monetary and non monitory rewards.

Gary (2007) conducted a study to establish why proactive employees are more satisfied with their jobs and happier with their lives than employees who are less proactive and what do proactive employees do that enables them to perform favorably at work. He used the self concordance model, a model which links motivation to attitudes and behaviors. The self concordance model is based on the premise that individuals have innate growth tendencies and physiological needs, which guide their motivation and regulation of behaviors. He hypothesized that proactive employees are more likely to

set self concordant goals, which are expected to result in better goal pursuit, a stronger likelihood or goal attainment, and greater satisfaction of their basic physiological needs for autonomy, relatedness and competence. Satisfying these innate physiological needs, in turn, leads to improved well being, job satisfaction and work performance. In testing the model, the following findings largely supported the researchers' hypothesized model. Specifically, it was observed that proactive employees were more likely to pursue self-concordant goals than were employees who were less proactive. As a result, proactive employees directed greater effort towards achieving their goals and, subsequently, were more likely to achieve their goals. Goal attainment, in turn, was associated with employees satisfying their physiological needs for autonomy, relatedness, and competence. Employees who were more likely to satisfy these basic physiological needs experienced higher levels of job and life satisfaction, performed at higher levels than employees who were less likely to satisfy their basic physiological needs. While the above studies showed a positive relationship between physiological needs and job performance, none of them was specifically on performance of teachers in Universal Primary Education (UPE) schools in Nyenga Sub-County, Mukono District hence leaving a research gap for the study. To contribute to closure of the gap, this study considered physiological needs as a factor having a positive influence on the performance of teachers in Universal Primary Education (UPE) schools in Nyenga Sub-County, Mukono District.

2.3.2 Safety needs and job performance

Once physiological needs are gratified, the safety or security needs becomes predominant. Safety needs include; the need to live in a safe area, medical insurance, job security and need for financial services (Abraham, 1970). Abraham further states

that safety needs free one from the threat of physical and emotional harm. Freud (1993) views motivation as a significant portion of human behavior below the surface; not evident to the individual and to others, but it is one of the most prominent forces working within the individual that select behavior in relation to Maslow's hierarchy of needs. Musaazi (1980) examining the above definitions looks at what could lead to motivating others in a working environment and thus defines motivation as consisting of tangible and intangible things such as bonus, promotion, good leadership and morale and concludes that motivation improves the desire to do something better and that it is a factor that affects performance in an organization (school).

Kreitner (1995) observed that at Rockville a consultancy management gives workers decision-making responsibility, management listens to their ideas, management also recognizes and appreciates the workers contributions to the company and workers feel motivated. From the above literature related to the study, it is clear that there is gap in motivation of teachers especially as far as identifying needs that are unsatisfied. Hence the need for this study to establish the relationship between motivational factors and teacher performance in UPE schools in Nyenga Sub-county Mukono District. NIMH (1995) stresses that depression affects employees, an example provided is that John had been feeling depressed for weeks though he did not know why he had lost his appetite and felt tired all the time. It was not until he could not get out of bed any more that his wife took him to a mental health professional for treatment. He soon showed improvement and was able to return to work. It is also pointed out that depression can affect a workers' productivity, judgment, ability to work with others, and overall job performance. The inability to concentrate fully or make decisions may lead to costly mistakes or accidents. In addition, it has been shown that depressed individuals have

high rates of absenteeism and are more likely to abuse alcohol and drugs, resulting in other problems on and off the job. While the above studies showed a positive relationship between safety needs and job performance, none of them was specifically on performance of teachers in Universal Primary Education (UPE) schools in Nyenga Sub-County, Mukono District hence leaving a research gap for the study. To contribute to closure of the gap, this study considered safety needs as a factor having a positive influence on the performance of teachers in Universal Primary Education (UPE) schools in Nyenga Sub-County, Mukono District.

2.3.3 Esteem needs of motivation and teacher performance

The British Psychological Society (2004) carried out a study to examine the motivational effects of pay level on employee performance. They collected field study data from a variety of sources at three different times, and assessed the effects of employee pay level on subsequent self-esteem, and performance. They hypothesized that the effects of pay level on performance would be mediated by pay level effects on organization based self-esteem. They based the hypothesis on the premise that level of pay within an organization communicates a sense of how much the organization values an employee and thus affects employee organization-based self- esteem which in turn, enhances job performance. After controlling for organization tenure and previous pay change, results supported a mediated model that suggests that pay level affects employee self esteem, which in turn, affects employee performance. They established that an employee's self esteem is central to the explanation of work performance. The proponents of the self-consistency theory argue that high self-esteem individuals are motivated to maintain a positive self-perception, and performance at a high level is one manner in which they can maintain behavior that is consistent with their self-concept. It

is further stated that high self-esteem people are confronted with a task to perform; they value high performance, exert effort and engage in goal-directed behavior.

Esteem needs refers to the need to feel important Abraham (1954) and Maicibi (2003) observed about motivation that when one has got to the apex of what he had wished does not relinquish the status and prestige, but rather the behavior is directed towards consolidation and maintaining the achievements. Robbins (1996) in the study on Nestle, the world's largest branded food company, points out that it prefers to motivate staff by growth, achievement, responsibility and recognition. Robbins (1996) points out that Mary Kay Cosmetics Company motivates staff by recognizing their achievements during an annual sales rally. It is stated that high achievers are assembled in a business fate where a crowning ceremony, win trips, cars, jewelry and other prizes are dished out to employees for their hard work. Thus Robbins (2006) observations are in agreement with the motivation theory in this study. In this study, the same analytical views are borrowed in that esteem as a motivation facet is very instrumental towards performance in Universal Primary Education (UPE) primary schools in Nyenga Sub-county Mukono District. While the above studies showed a positive relationship between esteem needs and job performance, none of them was specifically on performance of teachers in UPE schools in Nyenga Sub-County, Mukono District hence leaving a research gap for the study. To contribute to closure of the gap, this study considered esteem needs as a factor having a positive influence on the performance of teachers in Universal Primary Education schools in Nyenga Sub-County, Mukono District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter describes the design, study population and sampling strategies, data collection methods and instruments, data quality control, procedure and data analysis techniques that were used in the study.

3.1 Research Design

The study took mainly the quantitative approach or paradigm in that it involved the collection of numerical data in order to explain, predict, and control phenomena of interest and data analysed by statistical procedures (Amin, 2005). In particular the study was a co-relational and cross-sectional survey. It was co-relation in that it was interested in relating each of several motivational factors to teachers' performance (Charles, 1995). The study was a cross sectional survey because it gathered data from a sample of a population at a particular time to reduce costs.

3.2 Population

The target population in this study was constituted by all the 130 teaching staff in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District (Mukono District Education Office Records, 2008). There are sixteen Universal Primary Education schools in the Sub-county and the study was conducted in all the sixteen school (Appendix B). Teachers were appropriate respondents due to their being directly affected by the motivational practices in their schools.

3.3 Sampling strategies

Due to cost, time and other constraints, the study involved sampling. Questions that arise include; how large would samples of respondents be? How would these samples actually be selected? Of the target population of 130 teaching staff and head teachers in Nyenga Sub-county, Mukono District, Krejcie and Morgan (1970)'s Table of Sample Size Determination (Amin, 2005), suggests minimum sample size of 98 teaching staff. To ensure representativeness of the samples, randomization was a suitable approach. To attain the respective sample size from the said population, the researcher used cluster sampling strategies. Cluster sampling was ideal for the study because it was convenient to group the elements (teachers) of a population into subgroups each of which could be used as representative of the population (Amin, 2005:248). To choose the respective respondents from the clusters (schools), the researcher used non-scientific sampling approach. In particular, purposive (judgmental) sampling was used. This was convenient because the researcher used her own judgment regarding the participants (teachers) from whom information was collected. The researcher selected respondents basing on her experience and knowledge of the group to be sampled.

3.4 DATA COLLECTION METHODS

The study used primary sources in that it contacted respondents for first hand data using self-administered questionnaires (SAQs). This approach enabled the researcher to cover a large population quickly and at reasonable cost (Amin, 2005; Bakkabulindi, 2008). Further, SAQs are very suitable for the target respondents on account of their high level of English literacy.

3.5 DATA COLLECTION INSTRUMENTS

There was one self-administered questionnaire (SAQ) directed towards teaching staff in the said schools. This set of SAQ started with a main title; followed by an introductory letter and had sections; Section A with questions on background variables to classify teachers (e.g. marital status), according to academic qualification (e.g. Diploma, Bachelor) and positions held (e.g. class teacher, head of department, deputy and others). Section B was on the independent variable in the study (motivational factors). Section C was on the dependent variable, teacher performance. To ease administration, most questions in the instrument were closed-ended, that is, having options given.

3.6 Data quality control

The researcher ensured content validity of the said instrument by ensuring that questions or items in it conform to the study's Conceptual Framework (Fig. 2.1). Items in the instruments were subjected to content validity by the supervisor. The researcher computed the content validity index. The instrument was revised until the content validity index was at least 0.7. This was because 0.7 is the least content validity index recommended in survey studies (Amin, 2005). Content validity index was computed by;

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of judges declared item valid}}{\text{Total number of judges}}$$

Reliability of the instrument on multi-item variables (i.e. physiological, safety and esteem needs) was tested via the Cronbach Alpha Method provided by Statistical Package for Social Science, SPSS (Foster, 1998 cited in Bakkabulindi, 2008). This was obtained by;

$$\alpha = \frac{k}{k-1}\left(\frac{|-\sum\sigma^2_k}{\sigma^2}\right)$$

Where $\sum\sigma^2_k$ is the sum of variances of the k parts or sections, and σ is the standard deviation of the test, k = number of items and σ = standard deviation . Table 3.1 shows pertinent results: Table 3.1 gives the reliability indices for the respective sections of the questionnaire:

Table 3.1: Reliability indices for the respective sections of the questionnaire

Variable	**Description**	**Construct**	**Number of items**	**Cronbach's alpha**
Independent	Motivational factors	Physiological needs	9	0.666
		Safety needs	9	0.521
		Esteem needs	9	0.562
Dependent	Job performance		12	0.699

According to Cronbach's Alpha Coefficient Test (Cronbach, 1971), the questionnaire was reliable for the study as all of the coefficients in Table 3.1 were above 0.5.

3.7 Procedure

When proposal was approved, an introductory letter was obtained from the Dean, School of Education, Makerere University to introduce the researcher to the head teachers in the selected schools. This helped in seeking permission to carry out the study in their schools. The researcher chose a teacher in each selected school who worked as a research assistant because this assistant was readily available at the school. Thereafter, administering the questionnaires followed. The researcher ensured that the filled questionnaires are collected as soon as they get filled after a period of two weeks to avoid loss and misplacement. Data obtained then was analyzed and report on the findings made.

3.8 Data analysis techniques

The data collected was prepared or processed for analysis and then later actually analyzed; the collected data (on SAQs) was edited, categorized or coded and entered into computer using the Statistical Package for Social Sciences (SPSS) for generation of summary frequency tables. Collected data using qualitative questions was processed manually. The actual data analysis at univariate level was based on relative frequencies or percentages from frequency tables and descriptive statistics. At bivariate level, teachers' performance was correlated with the respective motivational factors using Pearson's methods as appropriate.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter begins with a description of the characteristics of the study respondents and then the description of the dependent and independent variables and ends with hypotheses testing.

4.1 A description of the study respondents

In this Section, distribution of respondents by category such as, sex, age, marital status, number of years spent at school, job title and highest professional qualification is reported. Table 4.1.1 gives the distribution of the respondents by sex:

Table 4.1.1: Distribution of respondents by sex

Sex	**Number**	**Percentage**
Male	42	42.9
Female	56	57.1
Total	**98**	**100**

According to Table 4.1.1, females dominated the sample by constituting over 57% of the respondents. This happened because female teachers were more available at schools and they also cooperated well with the researcher and research assistant. The researcher was also interested in the age bracket of the respondents and Table 4.2.1 shows respondents' age groups.

Table 4.1.2: Distribution of respondents by age group

Respondents' Age	Number	Percentage	Cumulative Percentage
Below 30 years	4	4.1	4.1
Between 30 and 45 years	69	71.1	75.3
Over 45 years	24	24.7	100
Total	**97**	**100**	

Table 4.1.2 shows that the respondents of age bracket 30 to 45 years constituted over 71% of the total respondents, followed by those who were over 45 years (almost 25%). Few of the (4%) respondents were below 30 years. Cumulatively, over 75% of the respondents were 45 years and below, suggesting that majority of the respondents were in their productive age bracket. This may also reveal the fact that most teachers in Nyenga Sub-county, Mukono District leave the profession before reaching advanced age probably in search of better paying jobs. In the same vein, the researcher also captured data on respondents' marital status and Table 4.1.3 has the details:

Table 4.1.3: Distribution of respondents by marital status

Marital status	Number	Percentage
Single	12	12.2
Married	65	66.3
Divorced	7	7.1
Co-habiting	9	9.2
Separated	5	5.1
Total	**98**	**100**

Table 4.1.3 shows that the majority of the respondents (66%) were married, followed by respondents who were single (12%), those co-habiting (above 9%), divorced (above 7%) and those who separated (above 5%). Cumulatively, most respondents (over 66%) were married, suggesting that majority of the respondents in Nyenga Sub-county, have responsibilities which motivate them to work. The researcher went ahead to capture data on the number of year's respondents had spent in Universal Primary Education (UPE) schools of Nyenga Sub-county. Details of findings are in Table 4.1.4:

Table 4.1.4: Distribution of respondents by number of years spent in schools

Category	Number	Percentage	Cumulative percent
Less than 3 years	23	23.5	23.5
Between 3 to 5 years	28	28.6	52.0
Over 5 years	47	48.0	100
Total	**98**	**100**	

According to Table 4.1.4, 48% of the respondents had stayed in the schools for over five years, above 28% had stayed for a period between three to five years and 23% had stayed for less than three years. Cumulatively, over 50% of the respondents had stayed for a period of five years and below. This suggests that many teachers in Universal Primary Education (UPE) schools in Nyenga Sub-county had stayed in their schools for a period of five years and below, indicating that there is teacher instability on job in Universal Primary Education schools of Nyenga Sub-county. Respondents' job title was also captured and the details of the findings are in Table 4.1.5:

Table 4.1.5: Distribution of respondents by job title

Job title	Number	Percentage	Cumulative percent
Ordinary teacher	78	79.6	86.7
Deputy head teacher	13	13.3	7.1
Head teacher	7	7.1	100
Total	**98**	**100**	

Table 4.1.5, shows that ordinary teachers constituted the biggest percentage of respondents (almost 80%), followed by deputy head teachers (above 13%) while the Head teachers' constituted the lowest (above 7%) proportion of all the respondents who participated in the study. Cumulatively, over 86% of the respondents were ordinary teachers; this was so because the study mainly targeted ordinary teachers. Data on professional qualification of respondents was captured to establish whether respondents are qualified to teach in Universal Primary Education (UPE) schools and details are reflected in Table 4.1.6:

Table 4.1.6: Distribution of respondents by highest professional qualification

Professional Qualification	**Number**	**Percentage**	**Cumulative Percent**
Grade II	2	2.0	2.0
Grade III	54	55.1	57.1
Diploma	37	37.8	94.9
Bachelors' degree	4	4.1	99.0
Masters degree	1	1.0	100
Total	**98**	**100**	

According to Table 4.1.6, over 55% of respondents were Grade III teachers, followed by Diploma teachers (almost 38%), first degree holders constituted 4.1%, Grade II teachers constituted 2% and the lowest were masters' degree holders (1%). Cumulatively, over 57% of the respondents were Grade III and II teachers, suggesting

that majority of the respondents had the basic/minimum qualification to teach in Ugandan primary schools.

4.2 Descriptive statistics of the dependent variable: Teacher performance

Teacher performance as the dependent variable in the study was described using 13 questions 12 of which were quantitative (i.e. preparation of schemes of work and lesson plans, arrival at school on time and leaving at or after official time, providing guidance and counseling to pupils, marking and providing feedback, giving standard tests and exams, completing syllabuses and participating in co-curricular activities) and one qualitative question asking respondents the extent to which they execute their job as teachers. Responses were based on a Likert scale ranging from 1 that represented not at all, 2 for not often, 3 for sometimes and 4 for always. Table 4.2.1 gives descriptive statistics there from:

Table 4.2.1: Descriptive statistics on respondents self rating of their job performance

No.	Indicators of job performance	Category	Number Percent	Number (Cumulative	Mean	Std. Deviation
1.	I prepare my schemes of work	Not at all	0(0.0)		3.76	0.499
		Not often	3(3.0)	3(3.0)		
		Sometimes	18(17.8)			
		Always	77(76.2)	95(94.0)		
2.	I prepare my lesson plans	Not at all	0(0.0)		3.66	0.536
		Not often	3(3.0)	3(3.0)		
		Sometimes	27(26.7)			
		Always	68(67.3)	95(94)		
3.	I arrive at school on time	Not at all	0(0.0)	6(5.9)	3.61	0.603
		Not often	6(5.9)			
		Sometimes	26(25.7)			
		Always	66(65.3)	92(91)		
4.	I provide guidance to my pupils	Not at all	0(0.0)		3.66	0.538
		Not often	3(3.0)	3(3.0)		
		Sometimes	27(26.7)			
		Always	67(66.3)	94(93.3)		
5.	I provide counseling to my pupils	Not at all	0(0.0)		3.52	0.596
		Not often	5(5.0)	5(5.0)		
		Sometimes	37(36.6)			
		Always	56(55.4)	93(92)		
		Not at all	1(1.0)			

6.	I leave school at or after the official time	Not often	7(6.9)	8(7.9)	3.55	0.690
		Sometimes	28(27.7)			
		Always	61(60.4)	89(88.1)		
7.	I mark pupils' work on time	Not at all	2(2.0)		3.56	0.704
		Not often	5(5.0)	7(7.0)		
		Sometimes	28(27.7)			
		Always	62(61.4)	90(89.1)		
8.	I provide feedback after marking pupils work	Not at all	0(0.0)		3.60	0.624
		Not often	6(5.9)	6(5.9)		
		Sometimes	27(26.7)			
		Always	62(61.4)	89(88.1)		
9.	I give standard exams	Not at all	2(2.0)		3.36	0.750
		Not often	10(9.9)	12(11.9)		
		Sometimes	36(36.6)			
		Always	49(48.5)	85(85.1)		
10.	I give standard tests	Not at all	5(5.0)		3.37	1.295
		Not often	10(9.9)	15(14.9)		
		Sometimes	36(35.6)			
		Always	46(45.5)	82(81.1)		
11.	I complete the syllabuses within time	Not at all	7(6.9)		3.01	0.891
		Not often	17(16.8)	24(23.7)		
		Sometimes	42(41.6)			
		Always	32(31.7)	74(73.3)		
		Not at all	1(1.0)			

12.	I participate in co-curricular activities at school	Not often	12(11.9)	13(12.9)	3.45	0.778
		Sometimes	28(27.7)	62(81.2)		
		Always	34(53.5)			

Table 4.2.1 shows how teachers rated themselves on job performance. Column five of Table 4.2.1 was derived by summing up numbers (frequencies) and percentages in column 4, where numbers and percentages on “not at all” and “not often” were summed up together to get one cumulative number and percentage. Meanwhile, Sometimes and always responses (numbers and percents) were also summed up together to get one cumulative number and percent. It was revealed that all the 12 items that were used to measure job performance had higher cumulative percents lying on the side that represents high levels of job performance. Examples include; cumulatively 94% of respondents on item number one, always prepare their schemes of work while, cumulatively 3% prepare their schemes of work not often, cumulatively, 93% of respondents on item number 4 always provide guidance to their pupils while cumulatively 3% of respondents not often provide guidance to their pupils. Cumulatively, 85% of respondents on item number nine always give standard exams while cumulatively almost 12% of respondents not often give standard exams and cumulatively, over 81% of respondents on item number twelve always participate in co-curricular activities at school, while cumulatively almost 13% of respondents not often participate in co-curricular activities at school. This suggested that teachers’ job performance was high on all items used.

The above results are in agreement with those shown by the means. Respondents’ views showed average performance with means lying above three corresponding to

Likert's scale where three represented sometimes. This suggested that teachers' performance was average and also agrees with results from cumulative frequencies. Variation among respondents' views regarding job performance was almost consistent, with the most consistent (standard deviation = 0.499), second most consistent (standard deviation = 0.536) and the least consistent (standard deviation = 1.295), suggesting that many respondents' had similar views about their job performance. To get an overview of how teachers rated themselves on job performance, all items in Table 4.2.1 were aggregated into one average index "Jobperf "which is an acronym of job performance. Table 4.2.2 gives descriptive statistics thereafter:

Table 4.2.2: Descriptive statistics on respondents self rating on job performance

Statistics		**Value**
Mean		3.52
95% Confidence interval	Upper	3.50
	Lower	3.43
Median		3.58
Standard deviation		0.41
Range		1.83
Skewness		-0.92

According to Table 4.2.2, respondents' job performance was average (mean= 3.52) corresponding to Likert scale were three represented sometimes and four represented always with opinions ranging from 3.43 to 3.50 all corresponding to the Likert scale where three represented sometimes and four represented always at the 95 percent confidence level. Secondly, respondents' almost showed no divergence (standard

deviation = 0.41), suggesting that their views did not differ so much meaning that respondents gave similar responses on job performance. The difference in opinion as regards low and high job performance was at 1.83 and is supported by the aforementioned Standard deviation (0.41). Respondents' views were slightly skewed to the left (skew = -0.92), suggesting that the respondents' opinions were almost normally distributed and that is why their opinions were centrally based.

During the interview, results from the qualitative question further confirmed with respondents' mean on job performance. A total of 98 respondents answered the qualitative question and (almost 74%) indicated that they execute their jobs satisfactory. Below are some of the respondents' positive views that were obtained qualitatively. "I really do my job generously"; "I am really active and I have interest in my job"; "As a teacher I prepare my schemes of work as required and make preps before going to class"; "I always help pupils were need be"; "I make sure I fulfill my duties as head teacher"; "I execute my job as a teacher satisfactory," "Generally I execute my job well"; ''Generally I teach according to the syllabuses and am ready to listen to the problems of the pupils "; "I always make sure that I fulfill my obligations as a teacher"; and "Generally I execute my duties effectively and diligently and so on. Such views showed that the largest percentage of the respondents satisfactory perform their job as teachers.

However, there were others who indicated negative views on job performance, and their views included; "There are many factors which hinder me to performance well"; "She performances poorly, due to several inconveniences in UPE schools"; "I don't perform well because of little pay"; "No staff' quarters therefore I ride long journeys and I reach

at school late and tired”; Such views clearly showed that some respondents do execute their job poorly.

4.3 Descriptive statistics of the independent variable: Physiological needs

Physiological needs were perceived as staying in an environment free from air pollution, access to adequate and safe drinking water, balanced diet, getting enough rest, enough space, having clean places of convenience, free from stress and appropriate workload. Thus, the researcher asked respondents to do self-rating on physiological needs in their respective schools. Respondents’ self-rating was based on a Likert scale ranging from one which represented strongly disagree, two for disagree, three for neutral or not sure, four for agree and five for strongly agree. Table 4.3.1 gives descriptive statistics.

Table 4.3.1: Descriptive statistics on respondent self-rating on physiological needs

No (1)	Physiological needs (2)	Category (3)	Number (%) (4)	Number (Cumulative %) (5)	Mean (6)	Standard Devi. (7)
1.	I stay in an environment at school free from air pollution	Strongly Disagree	3(3.0)	24(23.8)	3.65	1.182
		Disagree	21(20.8)			
		Not sure	9(8.9)	9(8.9)		
		Agree	38(37.6)	64(63.3)		
		Strongly Agree	26(25.7)			
2.	I access adequate water at school	Strongly Disagree	11(10.9)	24(23.8)	3.45	1.128
		Disagree	13(12.9)			
		Not sure	15(14.9)	15(14.9)		
		Agree	37(36.6)	58(57.4)		
		Strongly Agree	21(20.8)			
3.	I access safe drinking water at school	Strongly Disagree	16(15.8)	41(40.6)	2.76	1.13
		Disagree	25(24.8)			
		Not sure	25(24.8)	25(24.8)		
		Agree	28(27.7)			

		Strongly Agree	3(3.0)	57(56.4)		
4.	I access a balanced diet	Strongly Disagree	26(25.7)	15(14.9)	2.43	1.20
		Disagree	31(30.7)			
		Not sure	15(14.9)	15(14.9)		
		Agree	22(21.8)	25(24.8)		
		Strongly Agree	3(3.0)			
5.	I get enough rest at school	Strongly Disagree	25(24.8)	68(67.4)	2.27	1.17
		Disagree	43(42.6)			
		Not sure	9(8.9)	9(8.9)		
		Agree	12(11.9)	18(17.8)		
		Strongly Agree	6(5.9)			
6.	I have enough space in the school environment	Strongly Disagree	14(13.9)	34(33.7)	3.21	1.35
		Disagree	20(19.8)			
		Not sure	12(11.9)	12(11.9)		
		Agree	34(33.7)	51(50.5)		
		Strongly Agree	17(16.8)			

7.	I have access to clean places of convenience	Strongly Disagree	13(12.9)	36(35.7)	3.10	1.30
		Disagree	23(22.8)			
		Not sure	11(10.9)	11(10.9)		
		Agree	39(38.6)	49(48.5)		
		Strongly	10(9.9)			
8.	I am free from stress at school	Strongly Disagree	14(13.9)	48(47.6)	2.79	1.20
		Disagree	34(33.7)			
		Not sure	12(11.9)	12(11.9)		
		Agree	32(31.7)	37(36.7)		
		Strongly	5(5.0)			
9.	I have appropriate work load at school	Strongly Disagree	16(15.8)	39(38.6)	3.10	1.35
		Disagree	23(22.8)			
		Not sure	2(2.0)	2(2.0)		
		Agree	44(43.6)	54(53.5)		
		Strongly Agree	10(.9)			

Table 4.3.1, shows how teachers rated themselves on physiological needs. Column 5 in Table 4.3.1 was derived by summing up numbers and percents for strongly disagree and disagree to get one cumulative number and percent, not sure was left as it was because it neither falls on side of high levels of satisfaction nor on the side of low level of satisfaction, agree and strongly agree were summed up to get cumulative percent for

those who were on side of high level of satisfaction. It was found out that five out of the nine items that were used to measure physiological needs had higher cumulative percents lying on the side that represents high levels of satisfaction with physiological needs. Examples include; cumulatively, over 63% of respondents on item number one agreed that they were satisfied with the environment they stay in at school, while cumulatively, over 23% were not happy with the environment. Cumulatively, over 57% of respondents on item number two agreed that they were accessing adequate water at school while cumulatively, almost 24% were not accessing adequate water at school and cumulatively, almost 54% of respondents on item number nine agreed that they had appropriate workload at school while cumulatively, 39% were overloaded at their schools. This showed that cumulatively, majority of the respondents on item number 1, 2, 3, 6, 7 and 9 were satisfied with their physiological needs.

It was only four indicators (i.e. I access safe drinking water at school, I access a balanced diet, am free from stress at school and I get enough rest at school) were cumulative percent showed higher dissatisfaction with 68% of the respondents who were cumulatively not getting enough rest at school which suggests that most respondents were working overtime at school. These results agree with those ones from the means. Respondents' mean satisfaction with physiological needs on items like (I stay in an environment at school free from air pollution, I access adequate water at school, I have enough space in the school environment, I have access to clean places of conveniences and I have appropriate workload) showed values lying close but above three but less than four corresponding to the Likert scale were three represented agree, suggesting that respondents were averagely satisfied with physiological needs. However, on items like (I access safe drinking water, I access balanced diet, I get

enough rest and I am free from stress) means were less than three corresponding to Likert scale where two represented disagree and one represented strongly disagree. This suggested that there was a group of respondents who were not satisfied with the level of satisfaction of physiological needs like it has been seen with accumulative frequencies.

During interview, further results were obtained from the qualitative questions where 51% of the respondents were satisfied with physiological needs and some of their views are quoted as below; “It is okay,” “They are fair,” The workload is ok,” “Generally they are met at school,” “Generally the physiological needs in my school are okay, but they need only more improvement,” “Two thirds of physiological needs are well met,” Quite average”. “In most cases the physiological needs are met by my head teacher when I inform her about it”; “The school provides minimum standards of the expected needs”; “physiological needs are fairly met,” “The head teacher tries his level best”; the foregoing views show that teachers are satisfied physiological needs.

However, there were other respondents who reported not being satisfied with physiological needs (almost 46%). Statements that were common among respondents included; “physiological needs are not met properly”; “In fact, physiological needs at schools are not up to date,” “No places of convenience we use home latrine while at school”; “They are not all good and convenient”; “I work on it personally as one who has gone through college,” This showed that some respondents were not satisfied with physiological needs in their schools. Those who were not sure held no response. To get an overall view of how teachers rated themselves on satisfaction with physiological needs, all items in Table 4.3.2 were aggregated into one average index (i.e.

Phyneeds), which is an acronym for physiological needs, and Table 4.10 gives descriptive statistics there from:

Table 4.3.2: Descriptive statistics on respondents self-rating on physiological needs

Statistics		**Value**
Mean		3.00
95% Confidence interval	Upper	3.11
	Lower	2.83
Median		2.89
Standard deviation		0.67
Range		3.33
Skewness		0.21

According to Table 4.3.2, respondents' physiological needs was average (mean= 3.00) with opinions ranging from 2.83 to 3.11 all corresponding to the Likert scale where above three and less than four represented agree at the 95 percent confidence level. Secondly, respondents' almost showed no divergence (standard deviation = 0.67), suggesting that their views did not differ so much. The difference in opinion as regards low and high satisfaction with response to physiological needs was at 3.33 and is supported by the aforementioned Standard deviation (0.67). Respondents' views were slightly heaped to the right (skew = 0.21) suggesting that the respondents' opinions were almost normally distributed that is why their opinions were centrally based.

4.4 Descriptive statistics of the independent variable: Safety needs

Safety needs included; safe environment at school, secure environment at school, sufficient medical services, banking services nearby the school, first Aid, fire control measures, good interpersonal relationship with school administration and good relationship with school administration and good interpersonal relationship with pupils at school. In this sub-section, the researcher asked respondents to do self-rating satisfaction of safety needs in their respective schools. Respondent's self rating was based on a Likert scale ranging from 1 which represented strongly disagree, 2 represented disagree, 3 represented not sure, 4 represented agree and 5for strongly agree. Table 4.4.1 gives descriptive statistics on teachers' satisfaction with safety needs thereafter.

Table 4.4.1: Descriptive statistics on respondents self-rating on safety needs

No (1)	Safety needs (2)	Category (3)	Number Percent (4)	Number (Cumulative Percent) (5)	Mean (6)	Standard Deviation (7)
1.	I stay in a safe environment at school	Strongly Disagree	12(11.9)	34(33.7)	3.19	1.253
		Disagree	22(21.8)			
		Not sure	9(8.9)	9(8.9)		
		Agree	44(43.6)	54(53.5)		
		Strongly Agree	10(9.9)			
2.	I stay in a secure environment at school	Strongly Disagree	11(10.9)	40(39.6)	2.86	1.127
		Disagree	29(28.7)			
		Not sure	27(26.7)	27(26.7)		
		Agree	23(22.8)	30(29.7)		
		Strongly Agree	7(6.9)			
3.	I access sufficient medical services at school	Strongly Disagree	31(30.7)	70(69.3)	2.14	1.099
		Disagree	39(38.6)			
		Not sure	12(11.9)	12(11.9)		
		Agree	12(11.9)	15(14.9)		
		Strongly Agree	3(3.0)			

4.	I have job security	Strongly Disagree	10 (9.)	24(23.8)	3.44	1.288
		Disagree	14(13.9)			
		Not sure	19(18.8)	19(18.8)		
		Agree	30(29.7)	53(52.5)		
		Strongly Agree	23(22.8)			
5.	I have access to banking services near by the school	Strongly Disagree	26(25.7)	55(54.4)	2.61	1.367
		Disagree	29(28.7)			
		Not sure	10(9.9)	10(9.9)		
		Agree	23(22.8)	33(32.7)		
		Strongly Agree	10(9.9)			
6.	I have access to first Aid	Strongly Disagree	33(32.7)	60(59.4)	2.36	1.262
		Disagree	27(26.7)			
		Not sure	11(10.9)	11(10.9)		
		Agree	24(23.8)	27(26.8)		
		Strongly Agree	3(3.0)			
7.	I have access to fire control measures at school	Strongly Disagree	51(50.5)	75(74.3)	1.92	1.224
		Disagree	24(23.8)			
		Not sure	9(8.9)	9(8.9)		
		Agree	8(7.9)			

		Strongly Agree	6(5.9)	14(13.8)		
8.	I have good interpersonal relationship with school administration	Strongly Disagree	6(5.9)	13(12.8)	3.69	1.064
		Disagree	7(6.9)			
		Not sure	17(16.8)	17(16.8)		
		Agree	48(47.5)	67(66.3)		
		Strongly Agree	19(18.8)			
9.	I have good interpersonal relationship with pupils	Strongly Disagree	1(1.0)	7(6.0)	4.05	0.885
		Disagree	6(5.9)			
		Not sure	10(9.9)	10(9.9)		
		Agree	47(46.5)	81(80.2)		
		Strongly Agree	34(33.7)			

Table 4.4.1 shows how teachers rated themselves with safety needs. Column five in Table 4.4.1 was derived by summing up numbers and percents for strongly disagree and disagree to get one cumulative number and percent, not sure was left as it was because it neither falls on side of high levels of satisfaction nor on the side of low level of satisfaction, agree and strongly agree were summed up to get cumulative percent for those who were on side of high level of satisfaction. It was found out that four out of the nine items that were used to measure teachers' satisfaction with safety needs had higher cumulative percents lying on the side that represents high satisfaction. Examples include; cumulatively, over 80% of respondents on item number nine, had good interpersonal relations with their pupils while cumulatively, about 6% disagreed with the statement. Cumulatively, over 66% of respondents on item number eight, had good

interpersonal relation with school administration while cumulatively, over 12% had no good interpersonal relation with school administration and cumulatively, over 52% of respondents on item number four had job security while cumulatively, over 23% had no job security. It was on five indicators (i.e. I have access to fire control measures, I have access to first aid, I have access to banking services at school, and I stay in a secure environment at school) that the cumulative percent shows high teachers' dissatisfaction. Example include, cumulatively, over 74% of the respondents on item number seven were not satisfied with access to fire control measures in their schools while cumulatively, about 14% agreed that they were accessing fire control measures at school. Cumulatively over 59% of respondents on item number six agreed that they access first aid, while cumulatively over 26% were not accessing first aid at school and cumulatively over 69% of respondents.

On item number three were not accessing sufficient medical services at school, while cumulatively; over 14% were accessing sufficient medical facilities at school. This suggested that most of the respondents are not satisfied with response to safety needs at their schools. These results agree with those ones from the means. Respondents' mean satisfaction with safety needs on items like I stay in a safe environment at school, I have job security, I have good interpersonal relationship with school administration and I have good interpersonal relationship with pupils showed mean values lying close which corresponds to Likert scale where close to three represented not sure and above three represented agree. For example, item number nine "I have good interpersonal relations with my pupils" scored highest (mean = 4.05) corresponding to Likert scale where four represented agree, suggesting that respondents related well with their pupils while at school. Meanwhile on items like (I have access to fire control measures at

school, I have access to first aid, I have access to banking services nearby the school, I have access to sufficient medical services at school and I stay in secure environment at school) had mean values lying less than three corresponding to Likert scale where less than three represented disagree. This suggested that some teachers were generally not satisfied with response to safety needs like it has been seen from cumulative frequencies.

During the interview process, further results were obtained from the qualitative question which showed 50% of the respondents were not satisfied with their safety needs and some of their views are quoted below; “Safety needs at school are not met because we do not have watch dogs/ guards to provide safety measures,” “Safety needs are not good,” “My safety needs are generally poor because the school is in a remote place” “We are not secure as our houses are too small and lack places of convenience,” “Safety needs are still very poor thus requires improvement.” The foregoing views show that teachers are not satisfied with safety needs but there were other respondents who reported being satisfied with safety needs (about 46%). Statements that were common among those respondents were; “our safety needs are met at school fairly good,” “They are generally good”; “Safety needs are always met as teamwork”; “The head teacher tries his level best to met the safety needs”; “The school environment is safe and there is enough security”. To get an overall view of how teachers rated themselves on satisfaction with safety needs, all items in Table 4.4.2 were aggregated into one average index (i.e. Safeneeds) which is an acronym for satisfaction with safety needs and Table 4.4.2 gives descriptive statistics there from:

Table 4.4.2: Descriptive statistics on respondents self-rating on safety needs with job performance

Statistics		Value
Mean		2.93
95% Confidence interval	Upper	3.10
	Lower	2.80
Median		2.90
Standard deviation		0.64
Range		3.22
Skewness		0.70

According to Table 4.4.2, respondents' safety needs were low (mean = 2.93) with opinions ranging from 2.80 to 3.10 corresponding to the Likert scale where less than three represented disagree and above three represented agree at the 95 percent confidence level. This suggested that they were averagely satisfied with the response to safety needs. Respondents showed almost no divergence in their opinions regarding their satisfaction with response to safety needs (standard deviation = 0.64) suggesting that their views regarding safety needs do not differ so much. The difference in opinions as regards low and high satisfaction with response to safety needs was at 3.22 and is supported by the aforementioned standard deviation (0.64). Respondents' opinions were slightly heaped to the left (skew = 0.70) showing that respondents' opinions were generally located.

4.5 Descriptive statistics of the independent variable: Esteem needs

Esteem needs included; I do have self-respect, I have made a number of achievements at school, I am recognized by the school administration, I have good reputation at school, I am assertive, I am self motivated at school, Am respected at school, I have number of responsibilities at school, I am praised by school administration for any good work done and I am attended to by the school administration. In this Sub-section, the researcher asked respondents to do self-rating on Esteem needs in their respective schools. Respondents' self-rating was based on a Likert scale ranging from 1 which represented strongly disagree, 2 represented disagree, 3 represented not sure, 4 represented agree and 5 represented strongly agree. Table 4.5.1 gives descriptive statistics on teachers' satisfaction with safety needs.

Table 4.5.1: Descriptive statistics on respondents' self-rating of satisfaction with Esteem needs

No	Esteem needs	Category	Number Percent	Number (Cumulative Percent)	Mean	Standard Deviation
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	I have self-respect	Strongly Disagree	1(1.)	2(2.0)	4.42	0.734
		Disagree	1(1.0)			
		Not sure	5(5.0)	5(5.0)		
		Agree	39(38.6)	90(89.1)		
		Strongly Agree	51(50.5)			
2.	I have made a number of achievements at school	Strongly Disagree	2(2.0)	4(4.0)	3.99	0.780
		Disagree	2(2.0)			
		Not sure	12(11.9)	12(11.9)		
		Agree	61(60.4)	82(81.2)		
		Strongly Agree	21(20.8)			
3.	I am recognized by the school administration	Strongly Disagree	4(4.0)	6(6.0)	3.89	0.918
		Disagree	2(2.0)			
		Not sure	17(16.8)	17(16.8)		
		Agree	53(52.5)			

		Strongly Agree	22(21.8)	75(74.3)		
4.	I have a good reputation at school	Strongly Disagree	1(1.0)	7(6.9)	3.92	0.984
		Disagree	6(5.9)			
		Not sure	14(13.9)	14(13.9)		
		Agree	55(54.5)	76(75.3)		
		Strongly Agree	21(20.8)			
5.	I am assertive at school	Strongly Disagree	2(2.0)	7(8.9)	3.93	0.948
		Disagree	7(6.9)			
		Not sure	13(12.9)	13(12.9)		
		Agree	47(46.5)	73(72.2)		
		Strongly Agree	26(25.7)			
6.	I am self motivated at school	Strongly Disagree	7(6.9)	13(12.8)	3.82	1.127
		Disagree	6(5.9)			
		Not sure	11(10.9)	11(10.9)		
		Agree	46(45.5)	73(72.2)		
		Strongly Agree	27(26.7)			
7.	Am respected at school	Strongly Disagree	2(2.0)	3(3.0)	4.03	0.779
		Disagree	1(1.0)			
		Not sure	13912.9)	13(12.9)		

		Agree	58(57.4)			
		Strongly Agree	24(23.8)	82(91.2)		
8.	I have number of responsibilities at school	Strongly Disagree		3(3.0)	4.11	0.734
		Disagree	3(3.0)			
		Not sure	12(11.9)	12(11.9)		
		Agree	53(52.5)			
		Strongly Agree	29(28.7)	82(81.2)		
9.	I am praised by school administration for any good work done	Strongly Disagree	12(11.9)	16(15.9)	3.56	1.241
		Disagree	4(4.0)			
		Not sure	21(20.8)	21(20.8)		
		Agree	38(37.6)			
		Strongly Agree	22(21.8)	60(59.4)		
10.		Strongly Disagree	11910.9)	16(15.9)	3.61	1.204
		Disagree	5(5.0)			
		Not sure	15(14.9)	15(14.9)		
		Agree	46.45.5)			
		Strongly Agree	20(19.8)	66(65.3)		

Table 4.5.1, shows how teachers' rated themselves on satisfaction with esteem needs. Column five in Table 4.5.1 was derived by summing up numbers and percents for strongly disagree and disagree to get one cumulative number and percent, not sure was left out because it neither falls on side of high levels of satisfaction nor on the side of

low level of satisfaction, agree and strongly agree were summed up to get cumulative percent for those who were on side of high level of satisfaction. It was found out that all the ten items that were used to measure teachers' satisfaction with response to esteem needs had higher cumulative percents lying on the side that represents high levels satisfaction with esteem needs. Examples include; cumulatively; over 89% of respondents on item number one were satisfied with having self-respect in their schools while cumulatively, about 2% disagreed with the statement. Cumulatively, above 74% of respondents on item number three were recognized by the school administration while 6% were not recognized by their school administration. Cumulatively over 81% of respondents on item number eight are respected at their schools while cumulatively 3% are not respected at their schools. Cumulatively above 72% of respondents on item number five are assertive in their schools while cumulatively almost 7% of the respondents are not assertive in their schools. This suggested that majority of the respondents are satisfied with esteem needs. These results agree with those ones from the means. Respondents' mean satisfaction with esteem needs on all items showed high satisfaction with values lying above three corresponding to the Likert scale where above three represented agree. This suggested majority of the teachers were satisfied with esteem needs like it has been seen from cumulative frequencies.

During the interview process, further results were obtained from the qualitative question. Majority of the respondents (70%) were satisfied with response to their esteem needs, and some of their views were quoted as below: "The head teacher provides his level best" "Very good" "My esteem needs at school are quiet good because I live at school and the school administration caries for me"; "The parents love me and there are a number of achievements I have made;" "There is good relationship between teachers

and the school administration making our work easier"; "They are generally good according to how teachers' and pupils communicate to me;" "Good but needs improvements"; "In fact the administration recommends my performance"; "Esteem needs at school are met as required." The foregoing views show that majority of the respondents are satisfied. However, 25% of the respondents reported that they are not satisfied with their esteem needs. Statements that were common among these respondents were "poorly done," "poor and they need improvement," "My esteem is not shown by the administration even if I try to sustain it," "Our esteem needs are not met because we have had a lot of changes done to our Heads of the school." Those that were not sure had no-response. To get an overall view of how respondents rated themselves on satisfaction with esteem needs, all items in Table 4.5.2 were aggregated into one average index (i.e. Esteem needs) which is an acronym for satisfaction with esteem needs" and Table 4.5.2 gives descriptive statistics there from:

Table 4.5.2: Descriptive statistics on respondents self rating on satisfaction with esteem needs to job performance

Statistics		**Value**
Mean		3.91
95% Confidence interval	Upper	4.03
	Lower	3.80
Median		4.00
Standard deviation		0.55
Range		2.80
Skewness		-0.52

According to Table 4.5.2 respondents' esteem needs were high (mean = 3.91) corresponding to Likert scale where above three represented agree, with opinions ranging from 3.80 to 4.03 corresponding to the Likert scale where four represented agree at the 95 percent confidence level. Secondly, respondents almost showed no divergence (standard deviation = 0.55) suggesting that respondents views regarding satisfaction with response to esteem needs do not differ so much. The difference in opinion as regards low and high satisfaction with response to esteem needs was at 2.80 and is supported by the afore mentioned standard deviation (0.55). Respondents' opinions were slightly heaped to the right (skew = -0.52) suggesting that the respondents opinions were almost normally distributed that is why their opinions were centrally located.

4.6 Testing of null hypothesis

This Section tests the three study null hypotheses of satisfying teachers' physiological needs, safety needs and esteem needs does not enhance teacher performance in Universal Primary Education (UPE) schools in Nyenga Sub-County, Mukono District. The researcher presents each of these in the next sub-sections.

4.6.1 Hypothesis One

The first null hypothesis in the study was that physiological needs do not enhance teacher performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District. To test whether physiological needs do not enhance teacher performance, the two indices (Jobperf and Phyneeds) were correlated using Pearson's Linear Correlation Co-efficient Index due to the fact that the independent variables (job performance) was continuous not categorical as shown in Table 4.6.1.

Table 4.6.1: Pearson's Linear Correlation Co-efficient between job performance and physiological needs

		Job Performance	Physiological needs
Job performance	Pearson Correlation	1	0.028**
	Sig. (2-tailed)	-	0.000
	N	94	94
Physiological needs	Pearson Correlation	0.028**	1
	Sig. (2-taled)	0.000	-
	N	94	94

****Correlation is significant at the 0.01 level (2-tailed)**

Table 4.6.1 shows that the correlation between the two indices yielded r = 0.028 whose Sig. = 0.000 which is less than α = 0.01 hence the research null hypothesis was rejected that physiological needs do not enhance teacher performance of in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District at the one percent level of significance suggesting that there is a positive significant relationship between physiological needs and job performance..

4.6.2 Hypothesis Two

The second null hypothesis in the study was that safety needs do not enhance teacher performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District. To test whether safety needs do not enhance teacher performance,

the two indices (Jobperf and Safe needs) were correlated using Pearson's Linear Correlation Co-efficient Index due to the fact that the independent variables (job performance) was continuous not categorical as shown in Table 4.6.2

Table 4.6.2: Pearson's Linear Correlation Co-efficient between job performance and safety needs

		Job Performance	**Safety needs**
Job performance.	Pearson Correlation	1	0.262*
	Sig. (2-tailed)	-	0.014
	N	98	98
Safety needs	Pearson Correlation	0.262*	1
	Sig. (2-taled)	0.014	-
	N	98	98

***Correlation is significant at the 0.05 level (2-tailed)**

Table 4.6.2 shows that the correlation between the two indices yielded r = 0.262 whose Sig. = 0.014 which is less than α = 0.05. Hence the research null hypothesis was rejected that satisfaction of safety needs does not enhance the teacher performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District at the one percent level of significance meaning that there is a positive relationship between safety needs and job performance.

4.6.3 Hypothesis Three

The third null hypothesis in the study was that esteem needs do not enhance teacher performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District. To test whether esteem needs do not enhance teacher performance, the two indices (Jobperf and Esteem needs) were correlated using Pearson's Linear Correlation Co-efficient Index due to the fact that the independent variables (job performance) was continuous not categorical as shown in Table 4.6.3

Table 4.6.3: Pearson's Linear Correlation Co-efficient between job performance and esteem needs

		Job Performance	**Esteem needs**
Job performance.	Pearson Correlation	1	0.166**
	Sig. (2-tailed)	-	0.000
	N	94	94
Esteem needs	Pearson Correlation	0.166**	1
	Sig. (2-taled)	0.000	-
	N	94	94

****Correlation is significant at the 0.01 level (2-tailed)**

Table 4.6.3 shows that the correlation between the two indices yielded r = 0.166 whose Sig. = 0.000 which is less than α = 0.01. Hence the research null hypothesis was rejected that esteem needs do not enhance teacher performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District at the one percent

level of significance meaning that esteem needs and job performance are positively and significantly correlated.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This Chapter presents the discussion of the study findings based on the respective research hypotheses. After the discussion, conclusions are drawn and recommendations as well as suggesting areas for further research are presented.

5.1 Discussion

In this Section, discussions about the hypothesis are presented.

5.1.1 Hypothesis One

Hypothesis One state there is a positive relationship between physiological needs and job performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District. Physiological needs were conceptualized as air, water, nourishment and sleep. Pearson linear co-relation coefficient index was used to measure the magnitude and the significance of the relationship. The results from the hypothesis indicated that physiological needs enhance the performance of teachers in the said schools in Nyenga Sub-county, Mukono District. This implies that meeting employees' physiological needs is one way of enhancing employee job performance. The results of the hypothesis are in agreement with the works of several earlier researchers. For example, the findings were in line with Musaazi's (1982) observations that it is motivation that leads to effective job performance. Therefore, Musaazi empirically found out that meeting employees' psychological needs has a positive relationship with job performance in any organization. The finding is also in agreement with Keller (1999) in

the study about motivational systems. Keller established that motivating workers through providing them with psychological needs increases their productivity in any organization. Keller also observed that workers should not be made to work like machines and concluded that workers have to get time to rest for better job performance. According to Kreitner and Kinicki (1992) in their book on organizational behaviour, established that organisation managers and administrators have to provide areas of work that have fresh air working conditions. They therefore found a positive relationship between physiological needs and employees' job performance. The finding is in congruence with Biraaro (2008) in the study about factors affecting the performance of functional training programmes in Uganda Revenue Authority using customs Department as case study. Biraaro came to the finding that water, nourishment and enough sleep do influence job performance. Biraaro (2008) therefore, found that there is a positive relationship between motivation and employee job performance.

According to Burrow and Berardinelli (2003), in their study about systematic performance improvement, they established that one way of improving employee productivity is through providing them with enough rest. As conceptualized by Herzberg, providing physiological needs creates satisfaction and motivation of employees and where such needs are lacking, this results into negative attitudes subsequently a fall in job performance. Maslow (1943) asserts that management may cater for physiological needs by offering adequate wages and salary, acceptable working hours and working conditions, like heat, ventilation, rest rooms and lighting, some houses and other fringe benefits will also motivate workers. Maslow empirically established that when physiological needs of employees are properly met, performance is effective.

The findings of this study however, differed from findings of some earlier scholars. For example, the findings are contrary with Robbins (2003) who found out that physiological needs have no influence on productivity of workers but rather safety needs. Robbins established that they are safety needs but not physiological needs that affect job performance. Kakuuma (2009) in his study about factors influencing the performance of key human resource management practitioners in local government using Wakiso District local government as the case study also found a negative relationship between psychological need. Overall, the findings of the study lead to conclusion that physiological needs enhance the performance of teachers in UPE schools in Nyenga Sub-County Mukono District. Therefore, there is need to satisfy teachers' psychological needs to enhance their productivity.

5.1.2 Hypothesis Two

Hypothesis Two stated that there is a positive relationship between satisfaction of teachers' safety needs and job performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District. Safety needs were conceptualized as, living in a safe area, medical insurance, job security and financial services. Pearson's Linear Co-relation coefficient index was used to determine the magnitude and significance of the relationship. It was empirically established that satisfaction of teachers' safety needs has a positive relationship with teacher job performance in the said Schools in Nyenga Sub-county Mukono District. This means that safety needs are important elements in influencing employee performance. According to Maslow (1943), safety needs can be met through providing life insurance, medical insurance, job security, cost of living increment, pension plans. The economic security to some degree

is provided by law in the form of minimum wages, unemployment benefits, welfare benefits and safety is provided by law and other agencies. The study findings were in line with findings of many past researchers. For example, the study findings are in agreement with Robbins (2003) who argues that provision of safety needs creates joy and excitement among workers at the work place, reduces demotivational factors, and promotes staff effectiveness, productivity as well as organizational efficiency. Robbins therefore established the existence of a positive relationship between safety needs, and employee job performance. According to Maicibi (2003), provision of safety needs creates more commitment among employees which subsequently results into good performance. Maicibi empirically came to finding that safety needs and work performance are positively correlated.

The findings are in agreement with Kyamiza's (2005) arguments in the book "teachers need motivation". Kyamiza argued that the only way of improving teacher performance in any school is through motivating them. According to Kyamiza, the major form of motivation is providing safety needs for example life insurance, medical insurance and job security. Kyamiza stressed that management should create an atmosphere to satisfy safety needs. Maicibi (2005) meanwhile, maintained that there are several techniques of motivating workers without the direct use of money. Maicibi identified these techniques as being a safe working area and financial services. This is in agreement with Mayo (1933) who emphasized the importance of safety needs and consequently the performance of the staff. According to Tamale (2008), it is in schools where safety needs are conducive and favorable, where teachers are committed to work; seek for more responsibilities and consequently achieve good performance. Where teachers are not provided with safety needs, they tend to behave like caged

animals and leave without looking behind. This is evidenced mostly in private primary schools in Kampala District, where working conditions do not induce teachers' performance.

The study findings are also in agreement with Armstrong (2003) and Maicibi (2003) who established that financial services like salaries and allowances have an effect on employees' job performance. It is probably on this background that Atuhaire (2006) concluded that money is the major motivator in any organisation. According to Willey (1922), allowances paid to teachers provide a basis for achieving the set aims, goals and objectives in any school. Therefore, schools managers should use allowances as means of improving ones performance. Stonner (1996) empirically established that safety needs have a positive influence on job performance.

However, the study findings with regard to hypothesis differed from the findings of other scholars. For instance, Cascio (1998) argued that safety needs not should be over emphasized to the extent of overlooking others. Casio came to the finding that people in organization do not only work for financial services but for other resources. This is in line with Robbins (2003) who stressed that teachers only use financial services as means of comparing their inputs in relation to pay to determine if they are treated equitably while Bratton (2003) postulated that people do not only work financial services but other needs. Overall, the study findings lead to the conclusions that safety needs enhances the performance of teachers. Therefore, education managers and administers should provide safety needs to their employees to enhance their performance.

5.1.3 Hypothesis Three

Hypothesis Three stated that satisfaction of teachers' esteem needs is positively related to performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District. Esteem needs were conceptualized as self respect, personal achievement, recognition and reputation. Pearson Linear correlation coefficient index was used to measure the magnitude and significance of the relationship. It was empirically found that esteem needs have a positive relationship with teacher performance in the said schools in Nyenga Sub-County, Mukono District. This means that esteem needs are important elements in influencing teacher performance. According to Maslow (1943), to satisfy esteem needs, management can design more challenging tasks and provide positive feedback on performance of employees providing recognition and encouragement for performance, contribution and delegate additional authority to subordinates.

The study findings are consistent was with findings of many earlier researchers. For example, the study finding is in line with Maslow's (1943) findings who observed that once esteem needs of employees are recognized, they again confidence and this results into efficient and effective job performance in any organization. The finding is also in agreement with Cunning (1972) who in his book theory and practice of personnel management came to finding respecting at work places is a form of motivation. Cunning therefore established a positive relationship between esteem needs and employee job performance. According to Aswathappa (2002), recognizing employees creates more levels of commitment which give rise to good performance. Robbins 92003) asserts that employees prefer being recognized during work. This creates joy and excitement and promotes staff effectiveness. Aswathappa (2002) and Robbins (2003) therefore

established a positive relationship between recognition of workers and their job performance.

Herzberg (1923) conceptualized those organizations which allow workers achieve their personal goals, employees feel proud of their institution. This enables the workers to improve their performance. Therefore, it can be confirmed that meeting employees esteem needs improves on their performance. The field results agree with Samsone (2000) who came to the finding that esteem needs positively affects performance. Indeed the results show that esteem needs such as self-respect and recognition have a higher degree of motivating performance. This may be the reason why even with low salaries, employees in some organizations continue performing well. The results support Drucker (1999) who held that esteem needs are important but they work where there are other things that make the worker ready to perform better. The findings are also in line with Mayo (1933) who established that esteem needs influence employee job performance. This supports Herzberg's (1923) motivator of recognition.

The findings of this study however, differed from the findings of some earlier researchers. For example, the findings are contrary to Buford (1996) who came to the finding that esteem needs are not as important as physiological. Buford stressed that esteem should not be based upon as motivators. Overall, the findings of the study lead to the conclusion that esteem needs enhance the performance of teachers in Universal Primary Education (UPE) schools in Nyenga Sub-County, Mukono District. Therefore, education managers should meet employees esteem needs as away of improving their performance.

5.2 Conclusions

This Section gives the conclusions from the discussion based on hypotheses:

(i) From Hypothesis One, it is concluded that when physiological needs are provided to teachers, their performance is high;

(ii) From Hypothesis Two, it is concluded that safety needs enhance teachers' job performance; and

(iii) From Hypothesis Three, it is concluded that esteem needs positively influence teachers' job performance.

5.3 Recommendations

In this section, recommendations are given according to the hypotheses;

1. There is need to provide physiological needs to teachers as a way of improving their job performance.
2. There is need for meeting teachers safety needs by school administers and managers in order to improve on their job performance practices.
3. School administrators and managers should provide esteem needs to if teachers' job performance is to be improved.

5.4 Areas for further research

Due to financial constraints, the study was centered on physiological, safety and esteem needs as potential factors influencing teacher performance in Universal Primary Education (UPE) schools in Nyenga Sub-county, Mukono District. However, variables like social and self-actualization needs may also influence performance so, they need to be researched upon. Expanding the sample size in a similar research design will strengthen the findings, of the study. Therefore, more studies should be carried out on a

wide scale. There is also need for comparing motivational factors and teacher performance in non-UPE schools.

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APPENDIX A

SELF-ADMINISTERED QUESTIONNAIRE FOR UPE TEACHERS' IN NYENGA SUB-COUNTY, MUKONO DISTRICT ON MOTIVATIONAL FACTORS AND TEACHERS JOB PERFORMANCE

Research, Measurement & Evaluation Unit,

E.A Institute of Higher Education Studies and Development,

School of Education,

Makerere University

March 17, 2010.

Dear Mr./Mrs./Miss./Sis./Fr.,

I am carrying out a survey on motivational factors and teacher performance in UPE schools in Nyenga Sub-County, Mukono District in partial fulfillment of requirements for award of degree of Master of Arts in Education Policy and Planning of Makerere University. It is against this background that you have been selected to participate in the research by completing the questionnaire. It would therefore be very helpful if you assist by answering the questionnaire as per the instructions at the beginning of each section. The information sought is required for academic purposes. Therefore, it will be treated with the highest level of confidentiality. Please endeavor to fill the questionnaire within two weeks and return it to …….in your school. Thank you.

Yours faithfully,

…….

MONICA BIRABWA

(Researcher)

SECTION A: BACKGROUND VARIABLES: BACKGROUND OF RESPONDENTS

Please help me classify your responses by supplying the following facts about yourself

A1 Your school name (optional)……

A2 Your age group in complete number of years

1. Below 3 ☐ 2. 30-45 ☐ 3. 45+ ☐

A3 Your sex

1. Male ☐ ☐

2. 2. Female

A4 Your marital status

1. Single ☐ 2. Married ☐ 3. Divorced ☐

4. Co-habiting ☐ 5. Separated ☐

A5 Period you have stayed in this school in complete years

1. Less than 3 ☐ 2. 3 to 5 ☐ 3. 5+ ☐

A6 Your job title

1. Head teacher ☐ 2. Teacher ☐ 3. Deputy Head teacher ☐

4. Other ☐

A7 Your highest professional qualification

1. Grade II ☐ 2. Grade III ☐ 3. Diploma ☐

4. Graduate ☐ 5. Masters ☐

SECTION B: INDEPENDENT VARIABLE: MOTIVATIONAL FACTORS:

This section is divided into three sub-sections that is psychological needs, safety needs and esteem needs.

B1 Physiological Needs

Using the key given, tick (√) the right alternative that meets your opinion on how your physiological needs are met at your school as follows:

5 = Strongly Agree 4= Agree 3 = Not sure 2 = Disagree 1 = Strongly disagree

	Indicators of Physiological Needs	5	4	3	2	1
B1.1	I stay in an environment at school free from air pollution.					
B1.2	I access adequate water at school					
B1.3	I access safe drinking water at school					
B1.4	I access a balanced diet at school					
B1.5	I get enough rest at school					
B1.6	I have enough space in the school environment					
B1.7	I have access to clean places of convenience					
B1.8	I am free from stress at school					
B1.9	I have appropriate workload at school					

B1.10 In summary, generally comment on how your physiological needs are met at your School ……

B2 Safety Needs

Using the key given, tick (√) the right alternative that meets your opinion on how your safety needs are met at your school as follows:

5 = Strongly Agree 4= Agree 3 = Not sure 2 = Disagree 1 = Strongly disagree

	Indicators of safety needs	5	4	3	2	1
B2.1	I stay in a safe environment at school					
B2.2	I stay in a secure environment at school					
B2.3	I access sufficient medical services at school					
B2.4	I have job security.					
B2.5	I have access to banking services near by the school					
B2.6	I have access to First Aid					
B2.7	I have access to fire control measures at school					
B2.8	I have good interpersonal relationship with school administration					
B2.9	I have good interpersonal relationship with pupils at school					

B2.10 In summary, generally comment on how your safety needs are met at your school……..

B3 Esteem Needs

Using the key given, tick (√) the right alternative that meets your opinion on how your esteem needs are met at your school.

5 = Strongly Agree 4= Agree 3 = Not sure 2 = Disagree 1 = Strongly disagree

	Indicators of esteem needs	5	4	3	2	1
B3.1	I do have self-respect.					
B3.2	I have made a number of achievements at school					
B3.3	I am recognized by the school administration					
B3.4	I have good reputation at school					
B3.5	I am assertive at school					
B3.6	I am self motivated at school					
B3.7	Am respected at school					
B3.8	I have number of responsibilities at school					
B3.9	I am praised by school administration for any good work done					
B3.10	I am attended to by the school administration					

B3.11 In summary, generally comment on how your esteem needs are met at your school.

……

SECTION C: DEPENDENT VARIABLE: TEACHER PERFORMANCE

Please rate yourself in the following areas of performance by ticking (√) the appropriate number using a scale where;

4 = Always 3 = Sometimes 2 = Not often 1 = Not at all

	Indicators of performance	4	3	2	1
C1.1	I prepare my schemes of work.				
C1.2	I prepare my lesson plans.				
C1.3	I arrive to school on time.				
C1.4	I provide guidance to my pupils.				
C1.5	I provide counseling to my pupils				
C1.6	I leave school at or after official time				
C1.7	I mark pupils' work on time				
C1.8	I provide feedback after marking pupils' work				
C1.9	I give standard exams				
C1.10	I give standard tests				
C1.11	I complete the syllabuses within time				
C1.12	I participate in co-curricular activities at school				

C1.13 In summary, generally comment on the extent to which you execute your job as a teacher……

Thank you for participating in this study may the Almighty reward you abundantly

APPENDIX B

UNIVERSAL PRIMARY EDUCATION SCHOOLS IN NYENGA SUB-COUNTY, MUKONO DISTRICT

(i) St. Joseph Mbukiro P/ S

(ii) Kiwanyi Church of Uganda P/ S

(iii) Bbanga Church of Uganda P/ S

(iv) Bugolo UMEA P/ S

(v) Ssese Church of Uganda P/ S

(vi) Nyenga Church of Uganda P/ S

(vii) Nyenga Girls P/ S

(viii) Luwala P/S

(ix) St Francis Nyenga Boys P/ S

(x) Nyenga Muslim P/ S

(xi) Ssunga St. Jude P/ S

(xii) Ssunga C/U P/S

(xiii) Kikondo UMEA P/S

(xiv) Tongolo P/S

(xv) Kagombe Superior P/S

(xvi) Nyenga Boys P/ S

APPENDIX C

Descriptive statistics of the different items in the self-administrated-questionnaire

Age group in complete number of years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 years	4	4.0	4.1	4.1
	Between 30 and 45 years	69	68.3	71.1	75.3
	Over 45 years	24	23.8	24.7	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

Sex of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	42	41.6	42.9	42.9
	Female	55	54.5	56.1	99.0

	3	1	1.0	1.0	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	12	11.9	12.2	12.2
	Married	64	63.4	65.3	77.6
	Divorced	7	6.9	7.1	84.7
	Co-habiting	9	8.9	9.2	93.9
	Separated	6	5.9	6.1	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

Period of stay in the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 years	23	22.8	23.5	23.5
	Between 3 and 5 years	26	25.7	26.5	50.0
	Over 5 years	47	46.5	48.0	98.0
	4	1	1.0	1.0	99.0
	5	1	1.0	1.0	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

Job title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Head teacher	7	6.9	7.1	7.1
	Teacher	78	77.2	79.6	86.7
	Deputy head teacher	13	12.9	13.3	100.0
	Total	98	97.0	100.0	

Missing	System	3	3.0		
Total		101	100.0		

Highest professional qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade II	2	2.0	2.0	2.0
	Grade III	54	53.5	55.1	57.1
	Diploma	37	36.6	37.8	94.9
	Graduate	4	4.0	4.1	99.0
	Masters	1	1.0	1.0	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I stay in an environment at school free from air pollution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.1	3.1
	Disagree	21	20.8	21.6	24.7
	Not sure	9	8.9	9.3	34.0
	Agree	38	37.6	39.2	73.2
	Strongly agree	26	25.7	26.8	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I access adequate water at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	10.9	11.3	11.3
	Disagree	13	12.9	13.4	24.7

	Not sure	15	14.9	15.5	40.2
	Agree	37	36.6	38.1	78.4
	Strongly agree	21	20.8	21.6	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I access safe drinking water at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	15.8	16.5	16.5
	Disagree	25	24.8	25.8	42.3
	Not sure	25	24.8	25.8	68.0
	Agree	28	27.7	28.9	96.9
	Strongly agree	3	3.0	3.1	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		

Total		101	100.0		

I access a balanced diet at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	26	25.7	26.8	26.8
	Disagree	31	30.7	32.0	58.8
	Not sure	15	14.9	15.5	74.2
	Agree	22	21.8	22.7	96.9
	Strongly agree	3	3.0	3.1	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I get enough rest at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	25	24.8	26.3	26.3

	disagree				
	Disagree	43	42.6	45.3	71.6
	Not sure	9	8.9	9.5	81.1
	Agree	12	11.9	12.6	93.7
	Strongly agree	6	5.9	6.3	100.0
	Total	95	94.1	100.0	
Missing	System	6	5.9		
Total		101	100.0		

I have enough space in the school environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	13.9	14.4	14.4
	Disagree	20	19.8	20.6	35.1
	Not sure	12	11.9	12.4	47.4
	Agree	34	33.7	35.1	82.5
	Strongly agree	17	16.8	17.5	100.0
	Total	97	96.0	100.0	

Missing	System	4	4.0		
Total		101	100.0		

I have access to clean places of convenience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	12.9	13.5	13.5
	Disagree	23	22.8	24.0	37.5
	Not sure	11	10.9	11.5	49.0
	Agree	39	38.6	40.6	89.6
	Strongly agree	10	9.9	10.4	100.0
	Total	96	95.0	100.0	
Missing	System	5	5.0		
Total		101	100.0		

I am free from stress at school

	Frequen	Percent	Valid	Cumulativ

		cy		Percent	e Percent
Valid	Strongly disagree	14	13.9	14.4	14.4
	Disagree	34	33.7	35.1	49.5
	Not sure	12	11.9	12.4	61.9
	Agree	32	31.7	33.0	94.8
	Strongly agree	5	5.0	5.2	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I have appropriate workload at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	15.8	16.8	16.8
	Disagree	23	22.8	24.2	41.1
	Not sure	2	2.0	2.1	43.2
	Agree	44	43.6	46.3	89.5
	Strongly	10	9.9	10.5	100.0

	agree				
	Total	95	94.1	100.0	
Missing	System	6	5.9		
Total		101	100.0		

I stay in a safe environment at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	11.9	12.4	12.4
	Disagree	22	21.8	22.7	35.1
	Not sure	9	8.9	9.3	44.3
	Agree	44	43.6	45.4	89.7
	Strongly agree	10	9.9	10.3	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I stay in a secure environment at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	10.9	11.3	11.3
	Disagree	29	28.7	29.9	41.2
	Not sure	27	26.7	27.8	69.1
	Agree	23	22.8	23.7	92.8
	Strongly agree	7	6.9	7.2	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I access sufficient medical services at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	31	30.7	32.0	32.0
	Disagree	39	38.6	40.2	72.2
	Not sure	12	11.9	12.4	84.5

	Agree	12	11.9	12.4	96.9
	Strongly agree	3	3.0	3.1	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I have job security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	9.9	10.4	10.4
	Disagree	14	13.9	14.6	25.0
	Not sure	19	18.8	19.8	44.8
	Agree	30	29.7	31.3	76.0
	Strongly agree	23	22.8	24.0	100.0
	Total	96	95.0	100.0	
Missing	System	5	5.0		
Total		101	100.0		

I have access to First Aid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	33	32.7	33.7	33.7
	Disagree	27	26.7	27.6	61.2
	Not sure	11	10.9	11.2	72.4
	Agree	24	23.8	24.5	96.9
	Strongly agree	3	3.0	3.1	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I have access to fire control measures at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	51	50.5	52.0	52.0

	Disagree	24	23.8	24.5	76.5
	Not sure	9	8.9	9.2	85.7
	Agree	8	7.9	8.2	93.9
	Strongly agree	6	5.9	6.1	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I have good interpersonal relationship with school administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	5.9	6.2	6.2
	Disagree	7	6.9	7.2	13.4
	Not sure	17	16.8	17.5	30.9
	Agree	48	47.5	49.5	80.4
	Strongly agree	19	18.8	19.6	100.0
	Total	97	96.0	100.0	
Missin	System	4	4.0		

g					
Total		101	100.0		

I have good interpersonal relationship with pupils at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	6	5.9	6.1	7.1
	Not sure	10	9.9	10.2	17.3
	Agree	47	46.5	48.0	65.3
	Strongly agree	34	33.7	34.7	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I have self-respect

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	1	1.0	1.0	2.1
	Not sure	5	5.0	5.2	7.2
	Agree	39	38.6	40.2	47.4
	Strongly agree	51	50.5	52.6	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I have made a number of achievements at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	2	2.0	2.0	4.1
	Not sure	12	11.9	12.2	16.3
	Agree	61	60.4	62.2	78.6
	Strongly agree	21	20.8	21.4	100.0

	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I am recognised by the school administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.1	4.1
	Disagree	2	2.0	2.0	6.1
	Not sure	17	16.8	17.3	23.5
	Agree	53	52.5	54.1	77.6
	Strongly agree	22	21.8	22.4	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I have good reputation at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	6	5.9	6.2	7.2
	Not sure	14	13.9	14.4	21.6
	Agree	55	54.5	56.7	78.4
	Strongly agree	21	20.8	21.6	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I am assertive at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.1	2.1
	Disagree	7	6.9	7.4	9.5
	Not sure	13	12.9	13.7	23.2
	Agree	47	46.5	49.5	72.6

	Strongly agree	26	25.7	27.4	100.0
	Total	95	94.1	100.0	
Missing	System	6	5.9		
Total		101	100.0		

I am self motivated at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	6.9	7.2	7.2
	Disagree	6	5.9	6.2	13.4
	Not sure	11	10.9	11.3	24.7
	Agree	46	45.5	47.4	72.2
	Strongly agree	27	26.7	27.8	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

AM respected at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	1	1.0	1.0	3.1
	Not sure	13	12.9	13.3	16.3
	Agree	58	57.4	59.2	75.5
	Strongly agree	24	23.8	24.5	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I have number of responsibilities at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.0	3.1	3.1
	Not sure	12	11.9	12.4	15.5
	Agree	53	52.5	54.6	70.1

	Strongly agree	29	28.7	29.9	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I am praised by the school administration for any good work done

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	11.9	12.4	12.4
	Disagree	4	4.0	4.1	16.5
	Not sure	21	20.8	21.6	38.1
	Agree	38	37.6	39.2	77.3
	Strongly agree	22	21.8	22.7	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I am attended to by the school administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	10.9	11.3	11.3
	Disagree	5	5.0	5.2	16.5
	Not sure	15	14.9	15.5	32.0
	Agree	46	45.5	47.4	79.4
	Strongly agree	20	19.8	20.6	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I prepare my schemes of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not often	3	3.0	3.1	3.1
	Sometimes	18	17.8	18.4	21.4

	Always	77	76.2	78.6	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I prepare my lesson plans

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not often	3	3.0	3.1	3.1
	Sometimes	27	26.7	27.6	30.6
	Always	68	67.3	69.4	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I arrive at school on time

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Not often	6	5.9	6.1	6.1
	Sometimes	26	25.7	26.5	32.7
	Always	66	65.3	67.3	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I provide guidance to my pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not often	3	3.0	3.1	3.1
	Sometimes	27	26.7	27.8	30.9
	Always	67	66.3	69.1	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

I provide counseling to my pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not often	5	5.0	5.1	5.1
	Sometimes	37	36.6	37.8	42.9
	Always	56	55.4	57.1	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I leave school at or after the official time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	1.0	1.0	1.0
	Not often	7	6.9	7.1	8.2
	Sometimes	28	27.7	28.6	36.7
	Always	61	60.4	62.2	99.0
	5	1	1.0	1.0	100.0
	Total	98	97.0	100.0	

Missing	System	3	3.0		
Total		101	100.0		

I mark pupils work on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	2.0	2.0	2.0
	Not often	5	5.0	5.1	7.1
	Sometimes	28	27.7	28.6	35.7
	Always	62	61.4	63.3	99.0
	5	1	1.0	1.0	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I provide feedback after marking pupils' work

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Not often	6	5.9	6.3	6.3
	Sometimes	27	26.7	28.1	34.4
	Always	62	61.4	64.6	99.0
	5	1	1.0	1.0	100.0
	Total	96	95.0	100.0	
Missing	System	5	5.0		
Total		101	100.0		

I give standard exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	2.0	2.0	2.0
	Not often	10	9.9	10.2	12.2
	Sometimes	37	36.6	37.8	50.0
	Always	49	48.5	50.0	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I give standard tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	5.0	5.1	5.1
	Not often	10	9.9	10.2	15.3
	Sometimes	36	35.6	36.7	52.0
	Always	46	45.5	46.9	99.0
	13	1	1.0	1.0	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I complete the syllabuses within time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	7	6.9	7.1	7.1
	Not often	17	16.8	17.3	24.5
	Sometim	42	41.6	42.9	67.3

	es				
	Always	32	31.7	32.7	100.0
	Total	98	97.0	100.0	
Missing	System	3	3.0		
Total		101	100.0		

I participate in co-curricular activities at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	1.0	1.0	1.0
	Not often	12	11.9	12.4	13.4
	Sometimes	28	27.7	28.9	42.3
	Always	54	53.5	55.7	97.9
	5	2	2.0	2.1	100.0
	Total	97	96.0	100.0	
Missing	System	4	4.0		
Total		101	100.0		

Job performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.17	1	1.0	1.1	1.1
	2.25	1	1.0	1.1	2.1
	2.67	1	1.0	1.1	3.2
	2.75	1	1.0	1.1	4.3
	2.83	4	4.0	4.3	8.5
	2.92	1	1.0	1.1	9.6
	3.00	6	5.9	6.4	16.0
	3.08	1	1.0	1.1	17.0
	3.17	5	5.0	5.3	22.3
	3.25	4	4.0	4.3	26.6
	3.33	5	5.0	5.3	31.9
	3.42	6	5.9	6.4	38.3
	3.50	6	5.9	6.4	44.7
	3.58	8	7.9	8.5	53.2
	3.67	8	7.9	8.5	61.7
	3.75	8	7.9	8.5	70.2
	3.83	5	5.0	5.3	75.5
	3.92	8	7.9	8.5	84.0
	4.00	15	14.9	16.0	100.0
	Total	94	93.1	100.0	

Missing	System	7	6.9		
Total		101	100.0		

Physiological needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.33	1	1.0	1.1	1.1
	1.67	1	1.0	1.1	2.2
	1.78	1	1.0	1.1	3.3
	1.89	5	5.0	5.4	8.7
	2.00	3	3.0	3.3	12.0
	2.22	1	1.0	1.1	13.0
	2.33	6	5.9	6.5	19.6
	2.44	2	2.0	2.2	21.7
	2.56	4	4.0	4.3	26.1
	2.67	7	6.9	7.6	33.7
	2.78	7	6.9	7.6	41.3
	2.89	9	8.9	9.8	51.1
	3.00	5	5.0	5.4	56.5
	3.11	9	8.9	9.8	66.3
	3.22	5	5.0	5.4	71.7

	3.33	6	5.9	6.5	78.3
	3.44	3	3.0	3.3	81.5
	3.56	3	3.0	3.3	84.8
	3.67	2	2.0	2.2	87.0
	3.78	2	2.0	2.2	89.1
	3.89	1	1.0	1.1	90.2
	4.00	3	3.0	3.3	93.5
	4.11	1	1.0	1.1	94.6
	4.22	2	2.0	2.2	96.7
	4.44	1	1.0	1.1	97.8
	4.67	2	2.0	2.2	100.0
	Total	92	91.1	100.0	
Missing	System	9	8.9		
Total		101	100.0		

Safety needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.78	1	1.0	1.1	1.1
	1.89	4	4.0	4.3	5.4
	2.00	4	4.0	4.3	9.8

	2.11	2	2.0	2.2	12.0
	2.22	4	4.0	4.3	16.3
	2.33	2	2.0	2.2	18.5
	2.44	5	5.0	5.4	23.9
	2.56	7	6.9	7.6	31.5
	2.67	6	5.9	6.5	38.0
	2.78	4	4.0	4.3	42.4
	2.89	8	7.9	8.7	51.1
	3.00	15	14.9	16.3	67.4
	3.11	3	3.0	3.3	70.7
	3.22	2	2.0	2.2	72.8
	3.33	5	5.0	5.4	78.3
	3.44	6	5.9	6.5	84.8
	3.56	2	2.0	2.2	87.0
	3.67	4	4.0	4.3	91.3
	3.78	1	1.0	1.1	92.4
	4.00	3	3.0	3.3	95.7
	4.11	1	1.0	1.1	96.7
	4.33	1	1.0	1.1	97.8
	5.00	2	2.0	2.2	100.0
	Total	92	91.1	100.0	
Missing	System	9	8.9		

Total		101	100.0		

Esteem needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.20	1	1.0	1.1	1.1
	2.50	1	1.0	1.1	2.2
	2.60	1	1.0	1.1	3.4
	2.80	1	1.0	1.1	4.5
	2.90	1	1.0	1.1	5.6
	3.00	1	1.0	1.1	6.7
	3.10	1	1.0	1.1	7.9
	3.20	1	1.0	1.1	9.0
	3.30	5	5.0	5.6	14.6
	3.40	1	1.0	1.1	15.7
	3.50	4	4.0	4.5	20.2
	3.60	4	4.0	4.5	24.7
	3.70	9	8.9	10.1	34.8
	3.80	6	5.9	6.7	41.6
	3.90	6	5.9	6.7	48.3
	4.00	6	5.9	6.7	55.1
	4.10	12	11.9	13.5	68.5

	4.20	9	8.9	10.1	78.7
	4.30	5	5.0	5.6	84.3
	4.40	1	1.0	1.1	85.4
	4.50	1	1.0	1.1	86.5
	4.60	5	5.0	5.6	92.1
	4.70	1	1.0	1.1	93.3
	4.80	1	1.0	1.1	94.4
	4.90	3	3.0	3.4	97.8
	5.00	2	2.0	2.2	100.0
	Total	89	88.1	100.0	
Missing	System	12	11.9		
Total		101	100.0		

APPENDIX D

SPSS ENTERED DATA

1	2	1	2	2	1	4	4	5	4	4	2	4
	4	2	5									
2	2	1	2	3	2	3	4	4	4	2	2	4
	4	4	4									
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	1	1	5									
4	2	2	2	3	2	2	4	4	2	2	1	2
	4	2	2									
5	2	2	2	1	2	2	5	5	4	2	2	5
	5	5	5									
6	2	1	2	1	2	3	4	5	2	2	2	4
	4	2	2									
7	2	2	2	1	2	2	5	4	2	4	2	4
	4	4	4									
8	2	1	2	3	2	3	4	3	3	4	3	3
	4	4	4									
9	2	1	4	2	2	2	5	1	1	3	2	5
	4	2	4									

10	2	2	1	2	2	3	4	4	1	2	2	4
	2	2	4									
11	3	2	2	1	3	3	2	5	4	2	2	5
	4	2	2									
12	2	1	2	2	1	4	4	3	3	2	2	4
	3	3	4									
13	2	1	2	3	3	3	2	2	2	2	2	4
	4	4	4									
14	2	2	1	3	2	2	4	4	2	4	4	4
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	4	4	2									
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	4	4	4									
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	2	2	4									
19	2	2	2	3	2	2	5	4	2	2	3	4
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	4	4	2									
23	2	1	2	1	2	3	4	4	2	2	2	4
	4	4	4									
24	2	2	2	3	3	3	4	2	2	2	5	4
	4	4	5									
25	1	2	2	1	2	2	5	4	2	1	2	4
	.	4	4									
26	2	2	1	3	2	2	1	2	4	2	1	5
	5	4	5									
27	3	1	2	3	2	2	3	1	1	3	4	3
	4	3	4									
28	2	1	2	1	2	2	4	4	4	4	4	4
	4	4	4									
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	4	2	4									
30	3	1	2	1	3	3	2	2	1	2	1	2
	1	4	2									
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	4	4	4									

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	4	2	1									
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	5	5	4									
34	2	1	2	1	1	3	4	3	2	2	1	4
	2	4	2									
35	2	1	2	1	2	3	5	5	4	1	1	4
	4	3	2									
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	3	3	4									
37	2	1	2	3	2	3	5	5	4	1	2	5
	5	5	5									
38	1	2	2	3	2	2	5	4	4	1	1	4
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	4	1	1									
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	4	2	4									
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	5	2	4									
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	4	2	2									
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	4	4	4									
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	2	4	4									
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	.	.	.									
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	1	3	2									
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	3	3	2									

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	2	2	2									
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	1	1	1									
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	2	2	2									
68	2	1	2	2	2	3	4	1	1	1	1	1
	1	1	4									
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	3	4	4									
70	3	2	2	3	2	3	5	4	3	1	1	2
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	3	3	4									
72	2	2	2	2	3	2	4	4	3	3	2	3
	3	3	3									
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	2	2	2									
74	2	1	1	3	2	3	5	3	3	1	1	2
	3	5	5									
75	2	1	2	3	2	2	2	5	4	3	2	1
	2	1	2									

76	2	1	4	1	2	2	5	5	3	2	1	1
	1	2	4									
77	3	2	2	3	2	3	5	5	5	4	4	4
	4	3	4									
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	3	2	4									
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	3	3	3									
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	2	4	4									
81	3	1	4	2	2	2	5	5	4	3	2	2
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	2	2	1									
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84	3	2	3	3	3	2	3	4	3	1	1	1
	2	2	4									
85	2	2	3	3	3	3	3	4	4	2	2	2
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86	2	2	2	2	2	2	4	2	2	2	2	2
	1	1	1									

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	2	2	2									
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	1	4	4									
89	2	1	2	1	2	2	2	1	1	4	2	2
	5	5	2									
90	2	2	2	3	2	3	1	1	1	4	1	1
	4	4	4									
91	2	2	2	3	3	3	2	2	3	3	4	2
	2	4	4									
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	4	4	4									
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	1	3	4									
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	3	4	4									
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97	2	1	2	2	2	3	5	3	3	1	1	4
	4	2	4									

98	1	2	2	1	2	2	5	5	4	5	4	5
	5	4	5									

APPENDIX E

INTRODUCTORY LETTER FROM THE DEAN