

**MOTIVATION AND THE PERFORMANCE OF PRIMARY SCHOOL
TEACHERS IN UGANDA: A CASE OF KIMAANYA-KYABAKUZA
DIVISION, MSAKA DISTRICT**

BY

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DECLARATION

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

Signed:-.....

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Date:-

APPROVAL

This report has been submitted with my approval as supervisor.

Signed:-.....

Dr. Omona Julius

Date:-.....

DEDICATION

Dedication to my dear beloved husband Ambrose Orikiriza, beloved father Aojaar
Naphtaali and my beloved mother the late Leah Aojaar.

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Without the knowledge and inspirations accorded to me by the Almighty God, this book could not have been written. I owe special gratitude to my supervisor Dr. Omona Julius for accepting to supervise this study.

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ABBREVIATIONS/ACRONYMS

| | |
|--------|---|
| EFA: | Education for All |
| MEO: | Municipal Education Officer |
| NSSF: | National Social Security Fund |
| PTA: | Parents Teachers' Association |
| SSA: | Sub Saharan Africa |
| SPSS : | Statistical Package for Social Scientists |
| SMC: | School Management Committee |
| UPE: | Universal Primary Education |

ABSTRACT

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently, this study investigated the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division, Masaka district. Specifically, the study sought to find out whether motivation of teachers had any effect on their morale to perform and; the effect of intrinsic and extrinsic motivation on the performance of teachers. A descriptive survey research design was adapted where a total sample of 135 respondents including teachers, head teachers, school management committee members (SMC) and the Masaka Municipal Education Officer (MEO) were consulted. The primary data was collected using structured questionnaires for teachers, as well as key informant interview guides for head teachers and MEO. A focus group discussion was also held with SMC members in the area. Consequently, both qualitative and quantitative data were collected.

Research findings revealed that the performance of teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. A significant positive relationship between intrinsic motivation and performance of teachers was also found to exist in primary schools in Kimaanya-Kabakuza division, Masaka district. On the other hand, a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that extrinsic motivation affected the performance of teachers in Kimaanya-Kyabakuza division.

In order to improve teacher motivation and performance at work, the study recommended increase in the salary of primary teachers to match the increased cost of living, provision of accommodation to teachers, strengthening of supervision as well as instituting awards for good performance, among others.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992). Motivation guide people's actions and behaviours toward achievement of some goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being "intrinsic" or "extrinsic" in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well being (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. Since Thorndike (1911), thousands of studies, from laboratory experiments to field interventions such as the Emery Air Freight study (Hamner & Hamner, 1976), have been carried out on the behaviorist tradition of changing behavior by manipulating extrinsic contingencies. Through the identification and change of environmental contingencies, including extrinsic reinforcements, motivation increases have been realized in work behaviors including attendance, punctuality, stock work, selling, cost reduction, work quality, productivity, sales calls, and customer service (Komaki, 1982).

In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforcers. The concept of intrinsic motivation was an important challenge to behaviorism, and has roots in White's (1959) competence or effectance motivation. Maslow (1943) and Alderfer (1969) addressed similar needs. In this study, intrinsic motivation of teachers was measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, was measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

After psychologists introduced these intrinsic “needs,” management scholars developed the important distinction between intrinsic motivation—a hypothetical construct presumably residing within the person—and intrinsically motivating tasks. Herzberg (1966) described tasks as intrinsically motivating when they are characterized by key “motivators” such as responsibility, challenge, achievement, variety, and advancement opportunity. With Herzberg as precursor, Hackman and Oldham (1976) identified task variety, task identity, task significance, autonomy, and feedback from the task as key task characteristics that generate internal motivation. More recently in the psychology literature, intrinsically motivated

behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy (Kasser & Ryan, 1996). According to Deci (1980), perceptions of personal (as opposed to external) control satisfy these needs, and constitute the fundamental feature distinguishing intrinsically motivated behavior from extrinsically motivated behavior.

Teachers' job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as "the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation" (Hornby, 2000). In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Teaching is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). While other professions (engineers, medical doctors and lawyers) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with several trade unions. In addition, public sector recruitment freezes in many countries during the 1990s have seriously constrained the growth of the number of teachers in government or government-aided schools. Although such events are expected to have affected the morale of teachers to perform, detailed studies examining the effect of motivation on performance of teachers are still scanty. Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries (most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda) (Bennell, (2004).

Bennell (2004) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. About one-half of junior secondary school leavers in Malawi and Tanzania who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is a staggering 81 per cent (Al-Samarrai and Bennell, 2003). Consequently, teachers often lack a strong, long term commitment to teaching as a vocation. Besides, the status and pay of primary school teachers compared to secondary school teachers is generally much

lower in developing countries www.eldif.org/sulltext/dfidtea.pdf. Thus, in the absence of alternative employment opportunities, becoming a secondary school teacher is the main avenue for social and economic advancement for the most able primary school teachers. This has had important implications for intrinsic motivation of primary school teachers.

In Uganda the Ministry of Education and Sports controls primary and other levels of education. It trains, registers, constructs schools and teachers houses, supplies all required teachers, prescribes a national curriculum and provides text books, administrators and inspects all schools in the country. The primary school system since independence has continued to expand, through service providers such as government and the private sector who have been encouraged to open up schools. Government has recommended use of distance education and opening up learning centres (Government white paper on Education, 1992) which have created the challenges of increased demand for education and expansion of education system. There is growing fear that perhaps the massive number of teachers without commensurate expansion in facilities, learning and teaching materials; teaching morale may have compromised the quality of education along the remuneration prior to the introduction of Universal Primary Education (UPE) when most schools charged additional fees through Parents' Teachers Associations (PTA) which money was used to supplement teachers' salaries. This is no longer the practice and thus teachers must rely on the government salary.

According to the synthesis report of a sub regional workshop and four country monographs (1996), it was found that in Uganda, 40% of all primary teachers are unqualified. Although the percentage of untrained teachers is reported by Buitenlandse (2008) to have reduced to 20% in 2003 and about 11% in 2006, the formally qualified teachers were generally considered to have received professional training of rather poor quality. Coupled with that, a high teacher-pupil ratio is a common phenomenon. Given the fact that in practice it is not uncommon for a primary teacher to have more than 150 pupils, one may be surprised to note that there is a double shift system where one teacher teaches two classes, one in the morning, the other one in the evening as a model of reducing the class size without increasing the teaching force. Yet as teachers' salaries are so low, primary teachers are sometimes obliged to have a second job to make ends meet for them and their family. All these coupled with frequent delays in the payment of these little salaries, absence of staff accommodation, poor or no staff meals; tend to reinforce absenteeism, low morale and lack of commitment to work (Ward, Penny and Read, 2006). Consequently, in Kimaanya-Kyabakuzi Division for example, a report by the Municipal Education Officer revealed that teachers were devoting less and less time to extra-curricular activities, teaching preparation, and marking. Therefore, deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance have been observed in some primary schools¹. In view of the above situation, a study to examine the effect

¹ A report by Masaka Municipal Education Officer for the period July 2006 to Dec. 2006.

of motivation on the performance of primary school teachers was deemed necessary by the researcher.

1.2 Statement of the Problem

The level of motivation of teachers remains central in the teaching job performance debates. While about 40% of the teachers were on the government payroll in 1996, this figure has risen to 85.1% in 2004 (Ward et al, 2006). Government has improved the teacher payroll management and made resources available for increase on the primary school teachers' salaries as a way of motivation. Most teachers are paid an equivalent monthly salary ranging 100 to 150 dollars (Masaka District Teacher's Schedules of salary payment, 2007/2008). Using the School Facilities Grant (SFG), government constructed teachers' houses. Buitenlandse (2008) reports that in 2005, approximately 25,000 teachers' houses were available for 124,000 teachers in government schools (including 6,300 houses that were under construction).

Despite the above motivational factors, there has been deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices (Masaka Municipal Education Inspection Report, October, 2007). It is

such a situation that prompted the researcher to conduct a study to establish the various extrinsic and intrinsic motivational factors and how they had affected teachers' performance in primary schools in Kimaanya-Kyabakuza Division, Masaka district.

1.3 Objectives of the study

1.3.1 General objective of the study

To find out the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division.

1.3.2 Specific objectives

1. To find out whether motivation of teachers has any effect on their morale to perform.
2. To find out the effect of intrinsic motivation on the performance of teachers.
3. To find out the effect of extrinsic motivation on the performance of teachers.

1.4 Research questions

1. Does motivation of teachers affect their morale to perform?
2. How does motivation increase or decrease teachers' performance in a school?
3. To what extent does motivation affect the morale of teachers to perform?
4. What is the effect of intrinsic motivation on performance of teachers?
5. What is the effect of extrinsic motivation on performance of teachers?

1.5 Scope of the study

The study was carried out in primary schools in Kimaanya-Kyabakuza division, Masaka district. The schools were selected for study because of the decline in teacher performance as reported by Masaka Municipal Education Inspection Report (October, 2007).

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

The study covered a period of 2 years (2006 and 2007) because this is the period when many complaints about teacher motivation and performance especially in government aided schools have increased.

1.6 Significance of the study

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

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

The study has been undertaken with the explicit objective of enabling the researcher obtain a masters degree in social sector planning and management in Makerere University.

1.7 Theoretical Framework

This study was informed by Vroom's (1964) Valency Instrumental Expectancy theory. Vroom's (1964) Valency Instrumental Expectancy theory explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take. It also describes what organizations do to encourage

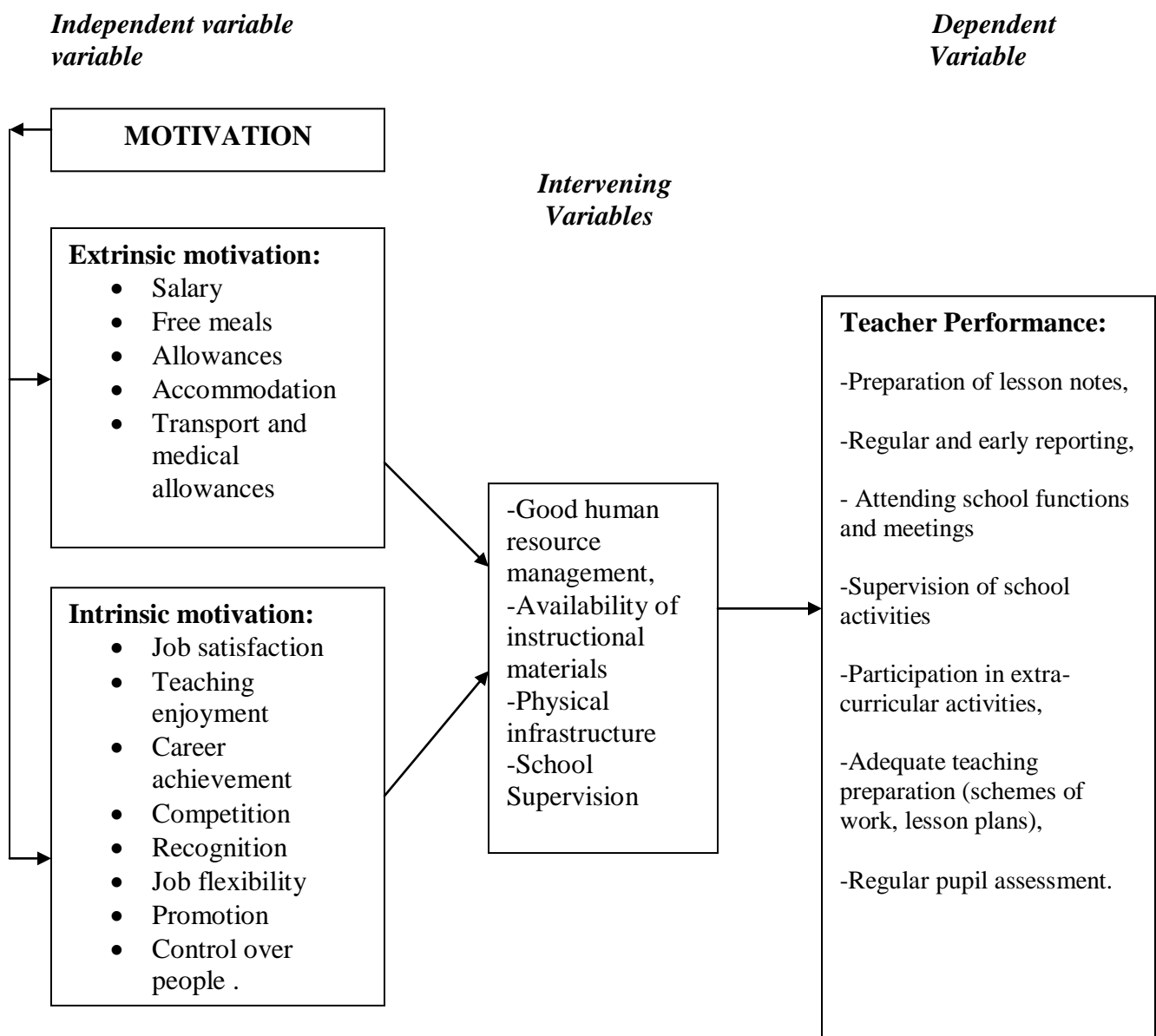
people/teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs.

Valency Instrumental Expectancy theory indicates that people constantly predict the likely future leading to expectations about future events. Motivation therefore, according to Vroom is a combination of valence (value of perceived outcome), instrumentation (the belief that if I complete certain actions then I will achieve the outcome), and expectancy (the belief that am able to complete the actions). His theory argues that, the strength to act in certain way depends on the strength of the expectation that the act will be followed by a given outcome on the attractiveness of the outcome to an individual (Chudin). It is a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome (Vroom, 1964). Thus a belief that hard work leads to quick promotion is an expectancy, which an individual can pursue to satisfy his needs. The theory assumes that teachers will be motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort will lead to increased performance. This means therefore that satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be a feedback. This theory was therefore adopted to guide an assessment of the effects of motivation on the performance of primary school teachers in Kyabakuzi division.

1.8 Conceptual framework

Figure 2.1 summarizes the relationship between the independent variable, which is motivation, and the dependent variable that is, teachers' job performance.

Figure 2.1: Conceptual framework showing the possible effect of motivation on teacher performance



Source: Based on Hertzberg's (1966) two factor theory

Figure 2.1, describes motivation as being “intrinsic” or “extrinsic” in nature. Intrinsic motivation of teachers involves job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. The descriptors of teacher performance include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

1.9 Definition of key terms

Motivation

According to Okumbe (1998) motivation is defined as a physiological or psychological deficiency or need that activates behaviour or a drive that is arrived at

a goal or incentive. According to Balunywa (2003), motivation is the inducement of a desired behavior within subordinates. It is the inducement of a desired behaviour within subordinates. Hornby (2000) on the other hand defines motivation as an incentive to act or move. Webster's dictionary (2002) defines the concept motivation as the act or process of moving or drive, or an incentive. In this study, the variable motivation involved both intrinsic and extrinsic motivators.

Extrinsic Motivation

According to Sansone & Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Intrinsic motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforcers. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive

nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature is reviewed according to study objectives that included motivation of teachers and performance, the effects of intrinsic motivation and performance and extrinsic motivation and performance.

2.1 Motivation of Teachers and Performance

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a ‘colossal problem’, which is seriously compounded by ‘political interference’.

In Uganda, information about the teachers’ job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Cheptoek (2000) carried out a study to establish whether job satisfaction

influences job performance among non- academic staff at Islamic University in Uganda. However, the study was not directly related to the teachers' role of teaching (job performance). The current research established the influence of motivation on teacher's morale to perform. In the same vein, Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in primary schools of Wakiso District Uganda. However, the study did not specifically look at the variables of intrinsic and extrinsic motivation at work hence the relevance of this study in regard to the influence of motivation on teachers' performance in Kimaanya-Kyabakuza division.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher -centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers.

‘Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all’ (World Bank, 2004:43).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that ‘teacher morale at this school is high’. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (see Bennell, Hyde and Swainson, 2002). Despite the reported morale, this study investigated whether motivation of teachers increase their morale to perform.

Another study in Ghana also concluded that teacher morale is ‘reasonably high’ (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they ‘did not enjoy teaching’ although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent

of teachers because they are poorly motivated (Bennell et al, 2004). In the same vein, this study investigated the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division.

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Primary school teachers in SSA are usually considerably younger than secondary school teachers.

In most countries, government teachers are predominantly from higher socio-economic backgrounds and have been brought up in urban areas. The impact of women teachers on being in a male-dominated profession is also likely to be a

salient factor in some countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the 'labour process' in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these 'survival' activities. More generally, there is a widespread acceptance that 'you get what you pay for', which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

2.2 Intrinsic Motivation and Performance

Intrinsic rewards like recognition creates role models and communicates the standards. These constitute the great performance. Bennell (2004) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval (like in Masaka District), this is a strong intrinsic motivator to the otherwise downward pressures on teacher status. Consequently, this study examined the effect of intrinsic motivation on the performance of teachers in Kimaanya-Kyabakuza Division, Masaka District.

A study of what motivates senior managers by Analoui (2000) revealed discontent with the managerial style and traditional attitudes of top management who took things for granted. Good work and high quality performance were not often recognized. The old style and culture of passive interaction still persisted especially in ministries and other government organizations where some top management was referred to as “old guards” who had not really changed. Lack of recognition is not always a direct consequence of the presence of old values and traditional managerial styles.

Torrington et al (2002) on the other hand indicated that poor human resource management seriously de-motivates employees. Teacher management at the national

and sub-national levels is nothing short of chaotic in many countries. In most of Africa,

‘for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort’²

Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like ‘we are treated as children’. The extent to which teacher grievances are addressed is also a key issue. The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale. Many managers are ‘acting’ for very long periods. Effective management training programmes for head teachers are necessary to lead to noticeable improvements in teacher behaviour and performance.

Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for employees to perform and have better results they must be motivated by a token of appreciation.

² Torrington et al 2002, p.35

Bennell (2004) further noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. He indicated that teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools³. The much greater opportunities for earning secondary incomes in urban locations is also a major factor. Being posted to a rural primary school can, therefore, severely affect their ability to undertake further studies as well as earn additional income. Since Kimaanya-Kyabakuza Division is a peri-urban area, it is expected that teachers enjoy the benefits of urban location and are therefore motivated to perform.

Stone (1988) also found that the job performance and intrinsic reward relationship follows the social challenge theory; employees' performance is giving back to organizations from which they get their satisfaction. The relationship between intrinsic motives and performance is better explained by the expectancy theory espoused by Vroom found in Cole (1995). According to Vroom, perception that effort will lead to effective performance (expectancy), that performance will lead to

³ Similar findings were found out by Ogomarch, R. (1994, p. 61).

rewards available (valence) combined to create a strong motivation for an individual to put in effort to achieve a level of performance and obtain rewards at the end.

According to Maicibi (2003), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the 'social contract') is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries. However, the introduction of free universal primary education in SSA has generally resulted in larger classes, especially in the lower grades, which tend to stress teachers hence de-motivating them.

Farrel (1993) noted that relatively, low levels of client trust and respect and inadequate levels of teacher accountability are key factors that have tended to lower the occupational status of teachers in many developing countries. He indicates that parental views about teachers are, in fact, often quite contradictory and even paradoxical. Parents generally know very little about education and schooling, which, in the past, has probably enhanced the public perception of role of teachers.

However, lack of understanding and unrealistic expectations has led to frustration and negative stereotyping of teachers. Often views of local schools which parents have had first hand knowledge of are far more positive than perceptions of schools and teachers as a whole. This study investigated the effect of other intrinsic motivators on the performance of teachers in Kimaanya-Kyabakuza Division, Masaka District.

2.3 Extrinsic Motivation and Performance

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time traveling to schools. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses. On the other hand, Farel (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work. In light of the above situation, an investigation into the effect of extrinsic motivation on the performance of teachers in Kimaanya-Kyabakuza division was necessary.

Wayne (1998) asserts that a reward in form of pay has a strong impact on the employees' performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non –teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers.

Complaints about the big teaching load of teachers have been reported by Ward, Penny & Read (2006). In Uganda, the Ministry of Education raised the teaching load of secondary school teachers to a minimum of 26 periods per week (out of a possible total of 40) in 2002. However, teachers protested to the President who reduced the number of periods to the original level of 18 per week. There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common reasons for low teaching loads are small schools, overcrowded curricula with too many specialised teachers, insufficient classrooms, and a predominance of single subject teachers. Private primary schools often have strong incentives to expand classes in order to maximise fee income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation.

Kavarlemo (2000) on the other hand re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2007) also added that teachers need assurance of sustainability of above basics so as to continue pursuing organizational goals.

Carron (1996) noted that the teaching profession has suffered greatly from the negative effects, from the economic crisis and adjustment policies which have had severe impact in the standard of living of teachers. This phenomenon has had severe effect on their morale, their sense of commitment and motivation. In agreement, Coombs (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds.

Kasaija (1991) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non monetary rewards are motivators to teachers. Similarly, Ogomarch (1994)'s study agrees with this assertion, he stresses that professional allowances have great significance in motivating lecturers to do their work effectively.

According to Grusky (in print), rewards are among the most important factors which influence the strength of a person's attachment to an organization. He says that if a

person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization and joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization. On the other hand, obtaining rewards sought operates to further his felt obligation to the organization and this commitment is strengthened.

According to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers. The factors were in line with the researcher's interest particularly extrinsic motivators like remuneration and how it has affected teacher performance in primary schools of Kimaanya-Kyabakuza Division.

Similarly, Armstrong (1996) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Kiseesi (1998) in her study about job satisfaction of workers recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore from the above expression, financial rewards have greater effects than non financial rewards on the

performance of primary school teachers. From the literature above the study therefore investigated the effect of motivation on job performance amongst primary school teachers in Kimaanya-Kyabakuza division in Masaka District.

According to Farrant (1997), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Farrant's argument reflects the situation in Kyabakuza division where the primary school teachers have inadequate and at times poor accommodation, limited teaching and learning facilities amidst poor supervision and inspection. In addition there is a problem of poor remuneration reflected in inadequate salaries or low or no allowances for those teachers who are not on civil service pay roll. Consequently, poor working environment and low remuneration have attracted few qualified (trained) teachers in the area and have contributed to low morale of teachers in general thereby leading to their low levels of their job performance.

2.4 Conclusion

From the foregoing literature however, it has been clear that no study had been conducted to assess the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division. Therefore, a research gap was evident in investigating whether motivation of teachers increased their morale to perform as well as the effect of intrinsic and extrinsic motivation on the performance of

teachers. This study investigated and provided information to close the above mentioned research gaps.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. This includes research design, area of study and target population, selection of respondents, data collection methods, data quality control, ethical issues and data analysis.

3.1 Research Design

The study used a descriptive research design because of the nature of the variables that were at hand, to produce data, required for quantitative and qualitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time (White, 2000).

3.2 Study Area

The study area was Kimaanya-Kyabakuza Division, in Masaka District. Kimaanya-Kyababuzi Division has nineteen primary schools, six government aided schools, ten private primary schools (up to primary seven), and three private primary school (below primary five) (data obtained from the Municipal Education Office). The study area was considered appropriate because of the low performance of teachers despite the various monetary and non-monetary motivators given to them. Besides, the area has a high concentration of primary schools.

3.3 Study Population

The study was carried out among teachers in 12 primary schools in Kimaanya-Kyabakuza Division. The teachers that were considered were graduates, holders of diplomas and certificates in education since these are considered to be qualified teachers (Obtained from Masaka Municipal Education Office). In addition, the Division has 12 head teachers, 84 SMC members and 01 Municipal Education Officer.

3.4 Sample size

Overall, 135 respondents participated in the study (113 teachers as primary respondents; 12 head teachers and 1 MEO as key informants as well as 9 SMC members as focus group discussion participants). Table 3.1 presents the sample size description.

Table 3.1: Sample size description

| Category of respondent | Total population | Sample size |
|--|-------------------------|--------------------|
| Primary school teachers (<i>primary respondents</i>) | 160 | 113 |
| Head teachers (<i>key informants</i>) | 12 | 12 |
| SMC members (<i>Focus group discussion participants</i>) | 84 | 9 |
| Municipal Education Officer (<i>key informant</i>) | 1 | 1 |
| Total | 257 | 135 |

Source: Researcher's sampling scheme

3.5 Sampling techniques

The sampling techniques describe the selection of schools that participated in the study as well as respondents. This is presented in the subsequent sections.

3.5.1 Selection of schools

A list of all primary schools in Kimaanya-Kyabakuza Division was obtained from Municipality Education Office and used as the sampling frame. Stratified sampling was used to select schools for study. Primary schools were categorized according to ownership, hence private and government owned primary schools. By stratifying primary schools according to ownership, it facilitated comparison of motivators and teacher performance in each category of schools. Out of the 19 primary schools in

Kimaanya-Kyabakuza division, 12 primary schools were studied (6 private aided and 6 government aided) to attain balanced representation in the sample.

3.5.2 Selection of respondents

The respondents of the study included teachers as primary respondents, head teachers Municipal Education Officer and SMC members. Simple random sampling was used to select teacher respondents. A total of 113 teachers (primary respondents) from 12 primary schools in Kimaanya-Kyabakuza division participated in the study. Their selection involved simple random sampling. Of the 160 target respondents, Krejcie and Morgan (1970) as reported in Amin (2005) Table of Sample Size Determination suggests a minimum sample size of 113 to be selected and this was followed by the researcher. Specific attention was paid to inclusion of both male and female teachers in the study sample.

The process of simple random sampling involved writing all names of teachers in each school on pieces of paper that were folded, put in a container and mixed up together. One paper was picked at random without replacement. The name of a teacher on the picked paper was the one to include in the study. This was done for government and private aided schools in the study area.

The 12 head teachers of the selected schools were purposively selected as well as one Masaka Municipal Education Officer (MEO). However, 9 members of the

school management committees also participated in one focus group discussion. Originally, 12 SMC members were targeted but only 9 turned up on the day for the discussion. SMC members participated in the study to represent parents' views regarding teacher performance in schools. The MEO participated in the study because he is the government representative and supervisor education standards and welfare of teachers in the Division. Teachers on the other hand, are implementers of effective teaching where they are expected to exhibit a high degree of performance. Overall, 135 respondents participated in the study (113 teachers as primary respondents; 12 head teachers and 1 MEO as key informants as well as 9 SMC members as focus group discussion participants).

3.6 Data Collection Tools

A number of tools were used during collection of data. Both primary and secondary data were collected and the major tools used include:

- *A Self administered questionnaire*

A self administered questionnaire was the major instrument that was used in data collection. Questionnaires were administered to 113 primary school teachers. This helped to gather quantitative and qualitative information regarding the intrinsic and extrinsic motivators for teachers and how they affect their performance in primary schools in Kimaanya-Kyabakuza Division. The questionnaires comprised of both

closed and open-ended questions formulated by the researcher. A sample questionnaire is attached to this study as appendix I.

- *Key informant Interview guide*

Key informant interview guide was designed and administered to key informants to capture qualitative information. The key informants for in depth interviews included 12 head teachers as well as one MEO. This was purposely intended to get more information about the effect of motivation on teacher performance and compare it with that given by teachers. A sample Key informant interview guide is attached to this study as appendix II.

- *Focus Group Discussion*

One focus group discussion composed of 9 SMC members was organized at Kimaanya-Kyabakuza Division offices to capture views of parents' representatives regarding the way teachers are motivated as well as their performance in primary schools. A focus group discussion checklist was used to guide the discussion. A sample focus group discussion checklist is attached to this study as appendix III.

Documentary Review

The main sources of secondary data included the following: school reports to Municipal education office, teacher welfare committee minutes, Internet surfing, reviewing of magazines, newspapers, reports and publications, public records and

statistics. For orientation in the field, existing data sets like Masaka District local government records, census report, statistical abstract and textbooks were consulted. From these sources, location of the study area, population characteristics and existing literature related to the topic were obtained.

3.7 Data quality control

Validity and reliability of the research instrument was measured as follows:

3.7.1 Validity of Instruments

Validity is the extent to which the instruments used during the study measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions are designed, they were pre-tested to a tenth of the teachers in the sample. This helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives.

3.7.2 Reliability

Reliability is the extent to which the measuring instruments will produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Amin, 2005). The study administered one type of questionnaire to teachers and using Cronbach reliability test, Alpha values of 0.753 were attained implying that the tool was suitable for assessing the effect of motivation on teacher

performance in primary schools in Kimaanya-Kyabakuza division. Besides, most authorities accept the minimum alpha value of 0.5.

3.8 Data analysis

Data from the semi-structured interviews was entered in a computer and Statistical Package for Social Scientists (SPSS) programme used to analyze it. The percentage number of respondents according to variables such as; sex, age, type of motivation and so on were computed and presented using tables. The effect of intrinsic and extrinsic motivation on the performance of teachers was established using Pearson Product Moment statistical method. Qualitative data was organized according to themes identified from research questions and analyzed using content analysis. Data from focus group discussions was recorded, organized, interpreted and presented and discussed.

3.9 Ethical issues

At the onset of data collection, the researcher sought permission of the Municipal Education Officer (Appendix IV) who introduced the researcher to the head teachers. The head teachers also introduced the researcher to the teachers as well as the SMC members. In addition, each questionnaire contained an opening introductory letter requesting for the respondents cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings were to be

used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed.

The next chapter discusses the findings of the study. The presentation and analysis of data was therefore based on the effective sample of 113 respondents, 09 focus group discussion participants, 12 head teachers as well as one MEC and documentary evidence the researcher got access to.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, data regarding the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division has been presented, analyzed and discussed. The presentation is arranged in line with the specific objectives that guided the study, including;

1. The effect of motivation on teachers' morale to perform.
2. The effect of intrinsic motivation on the performance of teachers.
3. The effect of extrinsic motivation on the performance of teachers.

However, the background characteristics of respondents are presented first to provide a clear picture of the nature of people that participated in the study.

4.2 Background Characteristics of respondents

Information about background characteristics of respondents in Kimaanya-Kyabakuza Division is presented in this section. It includes; name of schools studied, ownership, gender, age, marital status, education level and, length of period that teachers had been employed in the schools.

In the first instance, the study was conducted among 135 respondents from 12 primary schools in Kimaanya-Kyabakuza Division. The schools included Kimaanya

Primary School, Kijjabwemi Primary School, Masaka Army Primary School, Gayaza Primary School, Kyabakuza Primary School, Masaka Police Children's P/S, Masaka Noor Primary School, Masaka Baptist Primary School, Aunt Rachel Primary School, Standard Primary School, Liberty Preparatory School and Masaka Prison Primary School. These primary schools were both private and government aided.

Figure 4.1: Gender distribution of respondents

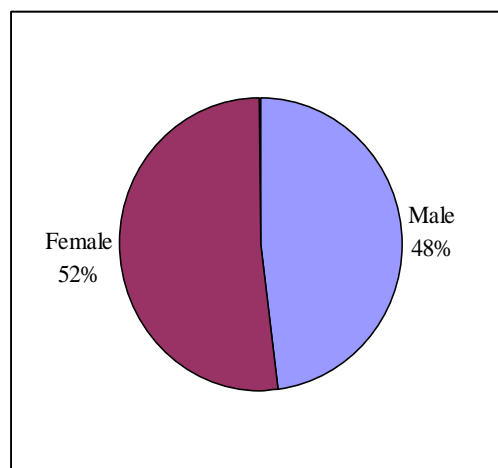
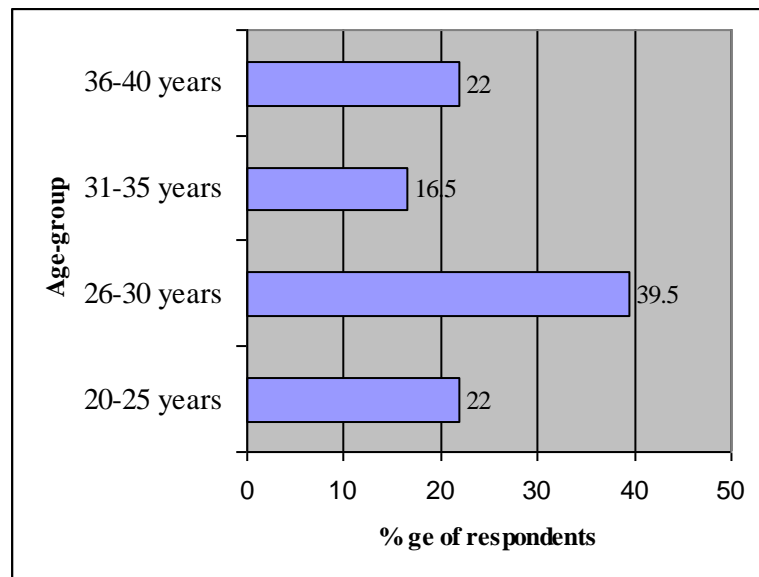


Figure 4.1 indicates that 52% of the respondents were female while 48% were male. This implies that both sexes were adequately represented in the study. The difference in sex of teachers implies that they had to be motivated differently.

Figure 4.2: Age of respondents



Source: Field data

Regarding the age of respondents, figure 4.2 indicates that 39.5% of the respondents were in the age group of 26 – 30 years while 22% of the respondents were 36 – 40 years of age. Another 22% of the respondents were 20 – 25 years of age. This implies that the majority of the respondents were adults who probably had similar ways of being motivated.

Figure 4.3: Marital status

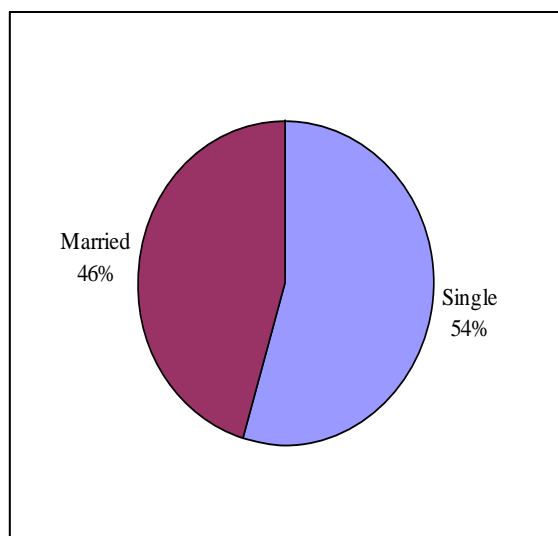
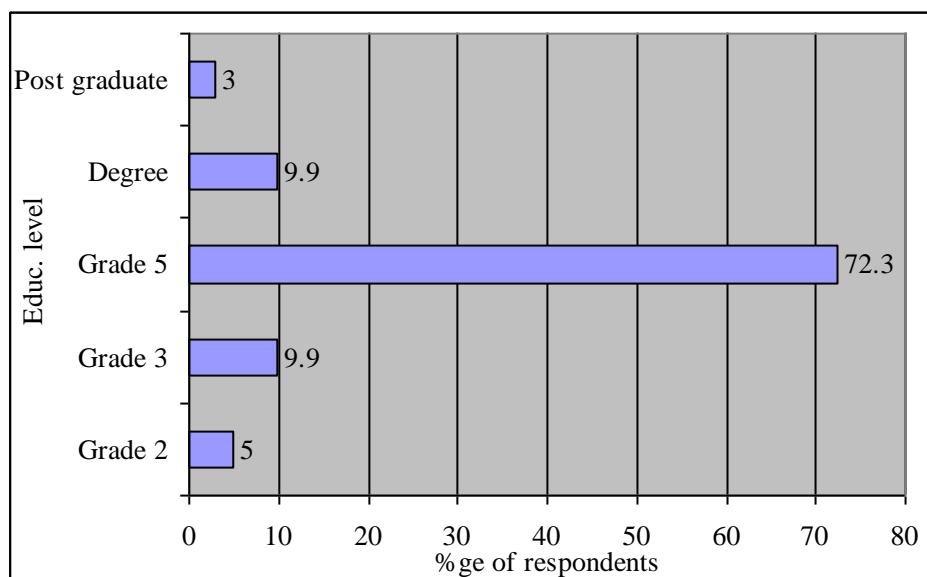


Figure 4.3 indicates that 54% of the respondents were single while 46% were married. The difference in marital status of teachers implies that they had to be motivated differently.

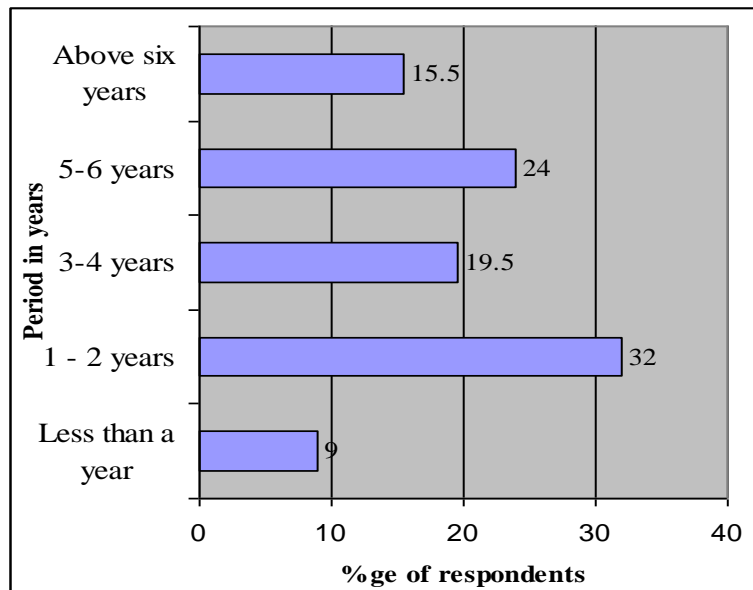
Figure 4.4: Education level of respondents



Source: Field data

Figure 4.4 indicates that the majority of the respondents (72.3%) were grade V holders. A further 9.9% of the respondents had completed grade III while more 9.9% were degree holders. Only 5% of the respondents were grade II teachers. This implies that teachers in primary schools in Kimaanya-Kyabakuza division had varying levels of education which were expected to be motivated differently.

Figure 4.5: Length of Employment



Source: Field data

Figure 4.5 indicates that 32% of the respondents had 1 – 2 years while 24% of the respondents had worked in the schools for 5 – 6 years. Only 9% had less than 1 year of teaching in the schools studied. This implies that the majority of the respondents had spent 2 years and above in the schools studied.

4.3 The Effect of Motivation of Teachers and Morale to Perform

This sub-section presents findings for the research questions: does motivation of teachers affect their morale to perform? how does motivation increase or decrease teachers' performance in a school? and, to what extent does motivation affect the morale of teachers to perform?. In the first case, the study investigated the major reasons that made respondents to join the teaching profession.

Table 4.1: Motivation for joining the teaching profession

| Reason for joining | Frequency | Percent |
|---|------------------|----------------|
| Last resort due to failure to gain admission to other courses | 16 | 14.2 |
| Personal interest for the teaching profession | 66 | 58.4 |
| Forced by guardians/parents | 27 | 23.8 |
| <i>Non response</i> | 2 | 1.8 |
| Total | 113 | 100.0 |

Source: Field data

Table 4.1 indicates that 58.4% of the respondents joined the teaching profession because of the personal interest they had in teaching. This is a form of intrinsic motivation as reported by Ryan & Deci (2000) that intrinsic motivation is derived from within the person or from the activity itself. A further 23.8% of the respondents joined the teaching profession as a result of their parents/guardians' instructions while 14.2% joined the teaching profession as a last resort due to failure to gain admission to other courses. This implies that these two categories of teachers

had no intrinsic motivation and could only be motivated by externally administered rewards like pay, material possessions, prestige, and positive evaluations among others. It is expected therefore that their morale to perform was generally low.

Secondly, the study investigated the nature of monetary and non monetary motivators that teachers got from the schools. Consequently, their morale to perform was also assessed depending on how they responded to school regulations and professional responsibility.

Regarding the salary earned per month, the study findings revealed the following:

Table 4.2: Salary earned by respondents per month

| Amount in Ushs | Frequency | Percent |
|-----------------------|------------------|----------------|
| Below 100,000/= | 2 | 1.8 |
| 100,000 - 200,000/= | 66 | 58.4 |
| 210,000 - 300,000/= | 27 | 23.8 |
| Over 400,000/= | 2 | 1.8 |
| <i>Non response</i> | <i>16</i> | <i>14.2</i> |
| Total | 113 | 100.0 |

Source: Field data

Table 4.2 indicates that the majority of the respondents (58.4%) earned 100,000= to 200,000= per month. A further 23.8% reported to be earning 210,000= to 300,000= per month. Only 1.8% earned over 400,000=. This implies that the majority of the teachers' salary was inadequate to meet their needs in the current increase of the

cost of living. As a form of motivation, therefore, salary was insufficient to motivate teachers to perform efficiently. This was further revealed by all the head teachers who participated in key informant interviews. Indeed, emphasizing the inadequacy of the salary, one head teacher said:

“most teachers are not satisfied with the amount of money the government pays them. It's indeed inadequate. The cost of living has gone up and most teachers find it difficult meet daily expenses like transport, house rent, food, medical care and school fees for their family members from the mere 200,000= they earn as their salary”.

The above finding reveals that salary has not been able to increase teachers' morale to perform their professional duties. This study finding is therefore contrary to Armstrong (1996) who emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. The above observation was reiterated by the MEO that;

“.. in most schools, low pay has forced teachers to find additional sources of income in form of petty trading, part timing in other schools and coaching. These secondary income activities have created divided attention and loyalty to teaching and thus impacting negatively on the quality of teacher performance”.

This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the 'labour process' in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these 'survival' activities. More generally, there is a widespread acceptance that 'you get what you pay for', which is not very much when pay does not meet minimum livelihood needs. Secondary

employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

In agreement, Coombs (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds.

In addition, the study found that salary administration was also very poor. In particular late payment of salaries was very common in Masaka municipality. The overall structure of teachers' pay is largely determined by formal education and professional qualifications. These findings corroborate Bennell (2003) that the salary scales for both primary and school teachers are often very flat with very small salary increments awarded on the basis of seniority/ experience with little or no link with actual job performance.

Regarding the non monetary motivators, the study investigated the number of teachers who had free accommodation, meals as well as transport. The findings are presented in the preceding table.

Table 4.3: Non monetary Motivators for teachers

| Non monetary motivators | Frequency | Percent |
|--------------------------------|------------------|----------------|
| Free accommodation | 34 | 30.0 |
| Free meals | 47 | 42.0 |
| Transport allowance | 10 | 9.0 |
| None | 20 | 18.0 |
| <i>Non response</i> | 2 | 2.0 |
| Total | 113 | 100.0 |

Source: Field data

Research findings presented in Table 4.3 indicate that 42.0% of the primary respondents got free meals from the schools where they taught as a form of motivation to perform. A further 30.0% got free accommodation for their families while 9.0% got transport allowance. However, 18.0% of the respondents indicated that they got none of these motivators; indicating that their morale to perform may have been affected. The issues of accommodation and meals were also mentioned in one of the focus group discussion. One of the Chairpersons for School Management Committee (SMC) said:

“..our teachers are provided with average accommodation facilities, given breakfast during break time as well as lunch when resources allow. Even when there is a problem or a function with one of the teachers, the school and the staff usually come in to assist”.

This implies that non monetary motivators were available in some schools in Kimaanya-Kyabakuza Division although not all teachers had access to them in the respective schools they taught. According to one SMC member, availability of non monetary motivators depended on the size of the school with regard to pupil enrollment s well as performance of pupils at Primary Leaving Examinations (PLE). Having analyzed the different forms of motivation got by teachers, they were asked to rate their performance. The findings are presented in Table 4.4.

Table 4.4: Performance of Teachers

| Rating | Frequency | Percent |
|----------------------|------------------|----------------|
| Good and encouraging | 57 | 50.4 |
| Average | 50 | 45.0 |
| Bad | 6 | 6.0 |
| Total | 113 | 100.0 |

Source: Field data

Table 4.4 indicates that the majority of the primary respondents (50.4%) regarded their performance as good and encouraging. This implies that despite the relatively low motivation, their performance was good. A further 45.0% indicated that their performance was average. Only 6% indicated that the performance of teachers was poor. An interview with some of the head teachers also indicated that teachers' performance was good. One head teacher commented;

“...owing to the problems faced by primary school teachers, I regard their performance to be good. They do the work as a vocation

(intrinsic motivation) and with parental attitude but not professionalism. Although, I cannot say that they are excellent, they put in a lot of effort”.

This implies that teachers are intrinsically motivated to perform despite the inadequate extrinsic motivators like salary, accommodation and meals in the schools.

Other indicators of teacher performance investigated by the study are presented in table 4.5.

Table 4.5: Performance of Teachers

| Performance indicators for teachers | Response | | | | | |
|---|----------|-------|----------|-------|----------|-------|
| | Agree | | Not sure | | Disagree | |
| | f | % | f | % | f | % |
| 1. Teachers come very early at school | 100 | 89.0% | 4 | 4.0% | 9 | 8.0% |
| 2. Always teachers come with lesson plans in class. | 92 | 82.0% | 21 | 19.0% | 0 | 0 |
| 3. There is regular marking of tests and feedback to students | 98 | 87.0% | 10 | 9.0% | 5 | 5.0% |
| 4. Teachers actively participate in co- curricular activities | 79 | 70.0% | 6 | 6.0% | 28 | 25.0% |
| 5. There is regular testing and examination of students | 109 | 98.0% | 0 | 0 | 4 | 2.0% |
| 6. Teachers supervise all school activities | 94 | 84.0% | 11 | 10.0% | 8 | 7.0% |
| 7. There is regular attendance to class lessons by teachers | 88 | 78.0% | 6 | 6.0% | 19 | 16.0% |
| 8. Regular attendance to extra lessons | 58 | 52.0% | 22 | 20.0% | 33 | 30.0% |
| 9. Teachers are efficient at maintenance of students discipline | 97 | 86.0% | 9 | 8.0% | 7 | 6.0% |
| 10. The turn up of teachers in staff meetings is high | 99 | 88.0% | 10 | 9.0% | 4 | 3.0% |

Source: Field data

Table 4.5 indicates that the majority of the teachers performed their activities with morale. This was revealed through the following responses to interviews with teachers:

- a) Teachers come very early at school (supported by 89.% of the respondents),
- b) There is regular testing and examination of pupils (supported by 98.0% of the respondents),
- c) The turn up of teachers in staff meetings is high (supported by 88.0% of the respondents),
- d) Teachers are efficient at maintenance of students discipline (supported by 86.0% of the respondents),
- e) Teachers supervise all school activities (supported by 84.0% of the respondents),
- f) There is regular marking of tests and feedback to students (87.0%) and that,
- g) Always teachers come with lesson plans in class (82.0%).

The issue of punctuality of teachers was further investigated by looking at the school reporting register for teachers for selected schools: Gayaza Primary School, Kyabakuza Primary School and Masaka Police Children's P/S. It was found that the majority of the teachers reported to schools before 8am. The registers therefore, agreed with the questionnaire responses that teachers come very early at school.

Regular marking of tests for pupils was also cross-checked in teachers' records of marks. Although, most teachers claimed to have left their records of marks in their homes on the day when the researcher visited the schools, there was still little evidence of marked pupil scripts possessed by pupils themselves. There was also a marked absence of lesson plans by teachers who were found in class teaching. This was contrary to 82% of the respondents who indicated that teachers came with lesson plans in class.

Basing on the above responses, the performance of teachers was average despite the fact that their motivation was inadequate. Consequently, many respondents advocated for increase in salary and other non monetary benefits of teachers to match the increasing cost of living in Kimaanya-Kyabakuza division in particular and Uganda in general. The study findings therefore, are similar to Acheampong et al (2003) study in Ghana which concluded that teacher morale was 'reasonably high'. In this study, only 13 percent of teacher respondents indicated that they 'did not enjoy teaching' although nearly one-third stated that they did not intend to remain in the teaching profession.

It is thus fair to conclude that the majority of the teachers in primary schools in Kimaanya-Kyabakuza division were not adequately motivated. Despite this, however, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils,

high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others.

4.4 The Effect of Intrinsic Motivation on the Performance of Teachers

Another research question stated that: “what is the effect of intrinsic motivation on performance of teachers?” According to Ryan & Deci (2000), intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well being. Therefore, in order to assess intrinsic motivation among teachers and how it had affected their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one’s goal in life and usefulness to the community among others. Table 4.6 presents quantified responses from interviews with teachers regarding their level of agreement with indicators of intrinsic motivation.

Table 4.6: Intrinsic Motivation among Teachers

| Intrinsic motivation among teachers | Response | | | | | |
|--|----------|-------|----------|-------|----------|-------|
| | Agree | | Not sure | | Disagree | |
| | f | % | f | % | f | % |
| 1. Teaching gives me a great deal of job satisfaction | 90 | 80.0% | 4 | 3.0% | 19 | 17.0% |
| 2. I enjoy teaching as a profession | 82 | 73.0% | 22 | 20.0% | 9 | 7.0% |
| The challenging nature of teaching has kept me in the profession | 94 | 84.0% | 11 | 10.0% | 8 | 6.0% |
| 4. Teaching is a competitive profession in this school | 78 | 69.0% | 6 | 5.5% | 29 | 25.5% |
| 5. Teaching gives me recognition and respect from the community | 100 | 89.0% | 11 | 9.0% | 3 | 2.0% |
| 6. I have prospects for career development in the teaching profession | 70 | 62.0% | 23 | 21.0% | 20 | 18.0% |
| 7. The responsibilities I perform in the school give a sense of control over others. | 104 | 92.0% | 4 | 3.0% | 5 | 5.0% |
| 8. Teaching is one of my goals in life | 90 | 80.0% | 4 | 3.0% | 19 | 17.0% |
| 9. I am more useful to the community as a teacher than being in any other profession | 89 | 79.0% | 10 | 9.0% | 14 | 13.0% |
| 10. Teaching enables me to interact and develop relationship with people from many areas | 110 | 98.5% | 0 | 0 | 3 | 1.5% |

Source: Field data

Table 4.6 indicates that the majority of the respondents (92.0%) were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others. A further 98.5% indicated that teaching enables them to interact and develop relationship with people from many areas. Such relationships enabled teachers to concentrate on their jobs and be able to perform well.

Table 4.5 also indicates that 89.0% of the respondents supported the statement that teaching gave them recognition and respect from the community. Intrinsic rewards like recognition creates role models and communicates the standards which encourage great performance. A study by Bennell (2004) indicates that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Bennell (2004) further noted that where private sector provision is growing rapidly with strong public approval (like in Masaka District); this is a strong intrinsic motivator to the otherwise downward pressures on teacher status.

Research findings also revealed that 84.0% of the respondents had remained in the teaching profession because of its challenging nature. By receiving challenging tasks like solving mathematical problems for pupils, teachers felt they had contributed greatly to knowledge transmission and therefore this motivated them even to perform better.

A further 80.0% of the respondents indicated that teaching gave them a great deal of job satisfaction. This implies that such teachers derived their expectations from teaching and therefore had morale to perform better. Intrinsic motivation among other respondents was exhibited by agreement to the following statements:

- a) I am more useful to the community as a teacher than being in any other profession (agreed by 79.0% of the respondents),
- b) Teaching is a competitive profession in this school (agreed by 69.0% of the respondents),
- c) Teaching is one of my goals in life (80.0%),
- d) I enjoy teaching as a profession (73.0%) and,
- e) I have prospects for career development in the teaching profession (62.0%).

The above statements indicate that the majority of the respondents had intrinsic motivation. The findings agree with Herzberg (1966) description of tasks as intrinsically motivating when they are characterized by key “motivators” such as responsibility, challenge, achievement, variety, and advancement opportunity. Surprisingly, however, the majority of them indicated that intrinsic motivation had to a small extent increased their morale to perform. The details are presented in Table 4.7.

Table 4.7: Intrinsic motivators and teachers’ morale to perform

| Rating the extent | Frequency | Percent |
|--------------------------|------------------|----------------|
| To a big extent | 36 | 31.9 |
| To a small extent | 63 | 55.8 |
| <i>None response</i> | <i>14</i> | <i>12.3</i> |
| Total | 113 | 100.0 |

In Table 4.7, the majority of the respondents (55.8%) indicated that intrinsic motivation had increased their morale to perform but to a small extent. Only 31.9% of the respondents revealed that to a big extent, intrinsic motivation had increased their morale to perform. This implies therefore, that intrinsic motivation affects teachers morale to perform but at varying levels. The research findings therefore, corroborate Kasser & Ryan (1996) view that intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy.

The effect of intrinsic motivation on the performance of teachers was further established by computing Pearson Product moment correlation to determine if there was any significant relationship. The statistical analysis is presented in Table 4.8.

Table 4.8: Pearson correlation statistics

| | | Intrinsic motivation | Performance of teachers |
|-------------------------|---------------------|----------------------|-------------------------|
| Intrinsic motivation | Pearson Correlation | 1 | .437** |
| | Sig. (2-tailed) | | .000 |
| | N | 113 | 113 |
| Performance of teachers | Pearson Correlation | .437** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 113 | 113 |

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

Table 4.8 indicates that there is a positive relationship between intrinsic motivation and performance of teachers ($r = 0.437$). The relationship is statistically significant

(Sig. = 0.000) at 0.05 level of significance. This implies that increase in intrinsic motivation of teachers (like increasing their recognition, job satisfaction, career development and control over people among others) helps to increase their performance at work. Since intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforcers (Sansone & Harackiewicz, 2000), it is the best form of motivation that positively affects performance. Therefore, the study findings indicated that there is a positive relationship between intrinsic motivation and performance of teachers in primary schools in Kimaanya-Kabakuza division, Masaka district.

Basing on the above research findings, therefore, it is fair to conclude that the majority of the respondents had intrinsic motivation evidenced by increased recognition, job satisfaction, career development, commanding control over other people in the community, the challenging and competitive nature of the teaching profession and having realized their goal in life which was training the nation. Consequently, a significant positive relationship between intrinsic motivation and performance of teachers was found to exist in primary schools in Kimaanya-Kabakuza division, Masaka district.

4.5 The Effect of Extrinsic Motivation on the Performance of Teachers

The final research question investigated by the study was: “what is the effect of extrinsic motivation on performance of teachers?” Previous research by Sansone &

Harackiewicz (2000) established that extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. Basing on this description, therefore, the study investigated whether teachers received various externally administered rewards (extrinsic motivators) like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others. Teachers' responses regarding these extrinsic motivators are presented in Table 4.9 below.

Table 4.9: Extrinsic Motivators of Teachers

| Extrinsic motivation among teachers | Response | | | | | |
|---|----------|-------|----------|-------|----------|-------|
| | Agree | | Not sure | | Disagree | |
| | f | % | f | % | f | % |
| 1. I am paid a salary that is enough to cater for my basic needs | 13 | 10.0% | 0 | 0 | 101 | 90.0% |
| 2. The school provides me free accommodation. | 42 | 37.0% | 0 | 0 | 71 | 63.0% |
| 3. I get free meals at school | 96 | 85.0% | 2 | 1.0% | 15 | 14.0% |
| 4. Salary payments are prompt | 89 | 79.0% | 10 | 9.0% | 14 | 12.0% |
| 5. The school offers weekly duty allowances | 16 | 14.0% | 0 | 0 | 97 | 86.0% |
| 6. Extra teaching allowances paid by the school help me to complete the syllabus | 50 | 45.0% | 33 | 30.0% | 30 | 27.0% |
| 7. The school offers financial assistance to teachers with parties | 59 | 53.0% | 6 | 5.0% | 48 | 42.0% |
| 8. It is possible to get advance payment from the school in case I have a financial problem | 62 | 55.0% | 2 | 1.0% | 49 | 44.0% |
| 9. The school organizes end of year party for teachers | 46 | 40.0% | 17 | 15.0% | 50 | 45.0% |
| 10. Teachers who perform well are given prizes | 58 | 52.6% | 14 | 12.4% | 41 | 37.0% |

| | | | | | | |
|---|----|-------|---|------|-----|-------|
| | | | | | | |
| 11. Teachers are given leave of absence in case they have a reason to justify it. | 67 | 60.0% | 4 | 3.0% | 42 | 37.0% |
| 12. Teachers are given free medical care in case of ill health | 12 | 10.5% | 0 | 0 | 101 | 89.5% |

Source: Field data

Table 4.9 shows extrinsic motivators available and not available to teachers in various primary schools in Kimaanya-Kyabakuza division. The majority of the respondents revealed that they got the following extrinsic motivators;

- a) Free meals when at school (agreed by 85.0% of the respondents),
- b) Prompt salary payments (revealed by 79.0% of the respondents),
- c) Advance payment from the schools in case teachers had financial problems (agreed by 55.0% of the respondents),
- d) Teachers are given leave of absence in case they have a reason to justify it (agreed by 60.0% of the respondents),
- e) Financial assistance to teachers with parties (53.0%),
- f) Prizes for teachers who perform well (52.6%) and,
- g) Availability of extra teaching allowances to help completion of the syllabus in time (45.0%).

On the other hand, the majority of the respondents revealed absence of the following extrinsic motivators:

- a) 90.0% indicated that the salary paid to them was inadequate to meet their basic needs,

- b) 89.5% indicated that teachers were not given free medical care in case of ill health,
- c) 86.0% disagreed that their schools did not offer weekly duty allowances to teachers.
- d) 45.0% of the respondents indicated that their schools did not organize end of year parties to give thanks and motivate teachers and,
- e) 63% had no accommodation provided by the schools.

From the above responses, it is clear that not all extrinsic motivators were available to teachers in the primary schools studied in Kimaanya-Kyabakuza division. The findings partly agree with Mertler (1992) that, the work and living environment for many teachers is poor, which tends to lower self-esteem and is generally demotivating. Many schools lack basic amenities such as piped water and electricity, staff rooms and toilets. Housing is a major issue for nearly all teachers.

Notable among the lacking extrinsic motivators was that the salary paid to them was inadequate to meet their basic needs (revealed by 90.0% of the respondents). Yet, Wayne (1991) asserts that a reward in form of pay has a strong impact on the employees' performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in

form of pay is the most obvious extrinsic reward. However, prompt salary payments revealed by 88.0% of the respondents were further commended by Kiseesi (1998) that salaries of workers should be paid promptly. She observes that salary was a strong force that kept teachers at their jobs. The researcher indicated that salary was vital in causing satisfaction among workers and hence likely to influence performance.

Inability of schools to provide free accommodation to teachers had already been cited by previous studies. For example, Dungu (2000) cited the problem of residential accommodation of teachers in some countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them to reside in poor houses. This affected their motivation and eventually job performance. On the other hand, Farel (1993) also observed that teachers who failed to get institutional houses had to look for accommodation elsewhere; a situation which resulted into demotivation of teachers to effectively perform at work.

When respondents were asked the extent to which extrinsic motivators increased their morale to perform teaching duties, the following responses were revealed.

Table 4.10: Extrinsic motivators and teachers' morale to perform

| Rating the extent | Frequency | Percent |
|--------------------------|------------------|----------------|
| To a big extent | 27 | 23.9 |
| To a small extent | 84 | 74.3 |
| Not at all | 2 | 1.8 |
| Total | 113 | 100.0 |

Source: Field data

From table 4.10, the majority of the respondents (74.3%) indicated that extrinsic motivators had to a small extent increased their morale to perform. This may be attributed to earlier findings that not all extrinsic motivators were available to teachers in the primary schools studied in Kimaanya-Kyabakuza division. Only 23.9% reported that extrinsic motivation increased their morale to perform to a big extent. Despite the mixed responses however, it is clear that extrinsic motivation affects performance of teachers.

Further analysis of the effect of extrinsic motivation on the performance of teachers was undertaken by computing Pearson correlation coefficient statistics. This was to establish if extrinsic motivation had a significant effect on the performance of teachers in the primary schools studied in Kimaanya-Kyabakuza division. The details are presented in Table 4.11.

Table 4.11: Pearson correlation statistics

| | | Perf ormance of teachers | Extrinsic motivation |
|--------------------------|---------------------|-----------------------------|-------------------------|
| Perf ormance of teachers | Pearson Correlation | 1 | .144* |
| | Sig. (2-tailed) | | .042 |
| | N | 113 | 113 |
| Extrinsic motivation | Pearson Correlation | .144* | 1 |
| | Sig. (2-tailed) | .042 | |
| | N | 113 | 113 |

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

From Table 4.11, it is indicated that there is a positive relationship between extrinsic motivation and performance of teachers ($r = 0.144$). The relationship is statistically significant (Sig. = 0.042) at 0.05 level of significance. This implies that increase in extrinsic motivation of teachers (like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others) helps to increase their performance at work. This further implies that extrinsic motivation affects the performance of teachers.

Basing on the study findings presented in this objective, therefore, it can be concluded that not all extrinsic motivators were available to teachers in the primary schools studied in Kimaanya-Kyabakuza division. However, the majority of them were concerned about the inadequacy of the salary to meet their basic needs. Consequently, the study found that extrinsic motivators had to a small extent increased teachers' morale to perform. Despite this, a positive relationship existed

between extrinsic motivation and performance of teachers, implying that extrinsic motivation affects the performance of teachers in Kimaanya-Kyabakuza division.

However, it can be observed that the Pearson coefficient for the relationship between intrinsic motivation and performance of teachers ($r = 0.437$) is higher than the Pearson coefficient for relationship between extrinsic motivation and performance of teachers ($r = 0.144$). This means that the probability that intrinsic motivation affects performance of teachers is higher (43%) than the probability that extrinsic motivation affects performance of teachers (14%). This is in spite of the fact that both sets of variables exhibit positive relationships.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study. The recommendations are proposed as a means of motivation of teachers as well as increasing their performance at work. Summary and conclusions on the other hand, involve salient issues found out in the study.

5.2 Summary and Conclusions

This study examined the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division, Masaka municipality. A total of 113 teachers from 12 primary schools participated in the study. With varying education levels, the majority of the respondents had been working for over 2 years in the schools studied. This implies that teachers were already conversant with the motivators in their respective schools and were therefore expected to assess how such motivators had affected their performance at work. Consequently, some of the study findings agree with the conceptual framework that was developed to guide the study while others do not. In all, however, the study found that motivation was necessary for high performance of teachers although in most cases teachers were poorly motivated.

Below, summary and conclusions of the study are presented in line with the specific objectives of the study, thus;

- a) The effect of motivation on teachers' morale to perform.
- b) The effect of intrinsic motivation on the performance of teachers.
- c) The effect of extrinsic motivation on the performance of teachers.

5.2.1 The effect of motivation on teachers' morale to perform

Research findings revealed that teachers benefited from both monetary and non-monetary motivators. The majority of the respondents joined the teaching profession because of the personal interest they had in teaching. However, 58.4% of the respondents indicated that salary was inadequate to meet their needs with increase of the cost of living. The inadequacy of the salary earned by primary school teachers was emphasized by one head teacher that "...most teachers are not satisfied with the amount of money the government pays them. It's indeed inadequate. The cost of living has gone up and most teachers find it difficult meet daily expenses like transport, house rent, food, medical care and school fees for their family members from the mere 200,000= they earn as their salary". In addition, late payment of salaries was very common in Masaka municipality. As a form of motivation, therefore, salary was insufficient to motivate teachers and increase their morale to perform efficiently. Besides, non monetary motivators were available in some schools although not all teachers had access to them in the respective schools they taught. Despite the relatively low motivation, however, the majority of the

respondents indicated that their performance was good and encouraging (indicated by 50.4% of the respondents), implying that the majority of the teachers performed their activities with high morale.

Basing on the findings, it is fair to conclude that the performance of teachers was good despite the fact that their motivation was inadequate. Consequently, many respondents advocated for increase in salary and other non monetary benefits of teachers to match the increasing cost of living in Kimaanya-Kyabakuza division in particular and Uganda in general. Despite this, however, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others.

5.2.2 The Effect of Intrinsic Motivation on the Performance of Teachers

Research findings indicated that the majority of the respondents were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others, interaction and development of relationship with people from many areas, recognition and respect accorded to teachers by the community and the challenging nature of the teaching profession. Other forms of intrinsic motivation were a great deal of job satisfaction and career development in the teaching profession. This implies that such teachers derived their expectations

from teaching and therefore had high morale to perform better. Surprisingly, however, the majority of them (55.8%) indicated that intrinsic motivation had to a small extent increased their morale to perform. However, a significant positive relationship existed between intrinsic motivation and performance of teachers implying that increase in intrinsic motivation increased the performance of teachers.

Basing on the research findings, therefore, the study concluded that the majority of the respondents had intrinsic motivation evidenced by increased recognition, job satisfaction, career development, commanding control over other people in the community, the challenging and competitive nature of the teaching profession and having realized their goal in life which was training the nation. A significant positive relationship between intrinsic motivation and performance of teachers was also found to exist ($r = 0.437$; Sig. = 0.000) at 0.05 level of significance. This implies that increase in intrinsic motivation of teachers increased their performance at work.

5.2.3 The Effect of Extrinsic Motivation on the Performance of Teachers

Study findings revealed that the extrinsic motivators available to teachers in various primary schools in Kimaanya-Kyabakuza division were free meals, prompt salary payments, advance payment from the schools in case teachers had financial problems, leave of absence in case a teacher had a reason to justify it and, extra teaching allowances to teachers. On the other hand, respondents revealed absence of

the following extrinsic motivators: adequate salary, medical care, weekly duty allowances to teachers as well as accommodation. This implies that not all extrinsic motivators were available to teachers in the primary schools studied in Kimaanya-Kyabakuza division. Salary was notably the most pressing motivator that was reported to be lacking. Consequently, the majority of the respondents (74.3%) indicated that extrinsic motivators had a small effect on teacher's morale to perform; implying that inadequacy of extrinsic motivators did not significantly affect the morale of teachers to perform.

Basing on the study findings presented in this objective, therefore, it can be concluded that not all extrinsic motivators were available to teachers in the primary schools studied in Kimaanya-Kyabakuza division. However, the majority of them were concerned about the inadequacy of the salary to meet their basic needs. Consequently, the study found that extrinsic motivators had to a small extent increased teachers' morale to perform. Despite this, a positive relationship existed between extrinsic motivation and performance of teachers ($r = 0.144$). The relationship was statistically significant ($\text{Sig.} = 0.042$) at 0.05 level of significance, implying that increasing extrinsic motivation would increase the performance of teachers in Kimaanya-Kyabakuza division.

5.3 Recommendations

Basing on the findings and conclusions of the study, the following recommendations are made:

1. The Ministry of Public Service should work out incentive packages to increase teachers' motivation to teach in primary schools. Special attention should be put at increasing teacher's salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs. Increasing teacher's salaries will increase their morale to teach. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.
2. Accommodation needs to be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools. Communities should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and thus reduce lateness and absenteeism. This will increase their motivation and eventually performance. The local community's contribution in this case may be in form of provision of free labour or financial contributions towards the construction process.
3. Supervision by the Ministry of Education and Sports especially through Education Standards Agency should be strengthened and circuit supervisors be more regular to stop teachers from participating in secondary employment. The District Inspectorate should also be strengthened and adequately funded

to carry out routine inspections in schools. Regular visits to the schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for secondary employment.

4. Awards could be instituted for better performance. Areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school activities should be rewarded to serve as a motivation.
5. Teachers need to motivate the children. Motivation is the ‘force that determines how much effort an individual puts into his learning’ (Farrant, 1980). As put by Farrant (1980, p. 113),

“The engines of human motivation are *interest* and *desire*. When these are working at full power in an individual, remarkable feats of learning can be achieved. It is therefore in the teacher’s interest to take the trouble to see that the child’s interest and appropriate desires are aroused before trying to teach him.”

It is therefore important that teachers attempt to arouse the interest and the joy in each lesson they teach. They could do this through the use of humor in the classroom, paying individual attention to the pupils using different approaches to teaching and positive reinforcements. Motivated classes tend to increase teacher morale and performance.

5.4 Limitations of the Study

The accomplishment of the objectives of this study was not an easy task. The following were problems that were encountered in the course of the study:

1. Some respondents were suspicious as to why the researcher wanted information related to staff motivation and teacher performance in primary schools in the area. This issue created anxiety as most respondents thought that the researcher being a civil servant in the area may reprimand them due to poor performance. However this limitation was minimized by use of introductory letters by the researcher as well as assuring respondents about the use of the information they provided for only academic purposes.
2. Given the fact that there is little or no research that has been done in this field, there was lack of adequate literature to support the findings. However, the researcher depended a lot on surveyed data (primary data) to overcome this problem.
3. There was also an overlap in advantages and limitations with the methods used for data collection. This relates to the multitude of information generated during the discussion, the additional time required for data collection, the sensitivity of the topic, which limited free expression of views and attitudes and the interaction bias which could have affected some of the responses. The researcher tried to minimize these limitations by rephrasing the questions, cross checking the data collected and continuously explaining the purpose of the study and how the findings were for academic purposes.

4. Due to limited time and resources, this study covered 12 primary schools out of over 19 primary schools in Kimaanya-Kyabakuza division. Besides, few SMC members participated in the focus group discussion. Observation of teaching activities conducted by teachers as well as interaction of teachers with pupils was not done because data was collected at the time when teachers were invigilating and marking end of term exams. Consequently, other studies in this area may be necessary.

5.5 Areas for Further Research

The results of the study have revealed inadequate motivation of teachers and consequently low performance. This implies that studies to investigate strategies that can be implemented to improve teacher motivation and performance in primary schools are necessary.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

My name is Aacha Mary, a student at Makerere University Kampala, pursuing a Masters Degree in Social Sector Planning and Management MA (SSPM). I am carrying out research on effects of motivation on the performance of primary school teachers in Kimanya - Kyabakusa Division. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

SECTION A: BACKGROUND INFORMATION ABOUT TEACHERS *(tick the right option or fill the right answer in the spaces provided)*

Name of the school _____

A1. Position of respondent.....

A2. What is your age range? *(Please tick under only one of them).*

| Age | 20-25yrs | 26 -30yrs | 31 -35yrs | 36-40yrs | Above 41yrs |
|-----|----------|-----------|-----------|----------|-------------|
| | | | | | |

A3. Marital status

1. Single ☐ 2. Married ☐ 3. Widowed/orphaned ☐

A4. Gender

1. Male ☐ 2. Female ☐

A5. Highest education level attained *(Please tick under only one of them).*

| Qualification | 1.Ordinary Level | 2.Advanced Level | 3.Diploma | 4.Degree | 5.Post Graduate | 6.Other (Please specify) |
|---------------|------------------|------------------|-----------|----------|-----------------|--------------------------|
| | | | | | | |

A6. How long have you been employed in this school?.

1. Less than a year ☐ 2. 1- 2 years ☐ 3. 3-4 years ☐
4. 5-6 years ☐ 5. Above six years ☐

A7. Type of the school

(a) Government ☐ (b) Private school ☐ (c) Community ☐

A8. Salary earned per month..... None monetary allowances

A9. What motivated you to join the teaching profession?.....

.....

.....

SECTION B: INTRINSIC MOTIVATION AMONG TEACHERS

B1. For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

| Statements | Responses | | | | |
|--|----------------|-------|-----------|----------|-------------------|
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1. Teaching gives me a great deal of job satisfaction | | | | | |
| 2. I enjoy teaching as a profession | | | | | |
| 3. The challenging nature of teaching has kept me in the profession | | | | | |
| 4. Teaching is a competitive profession in this school | | | | | |
| 5. Teaching gives me recognition and respect from the community | | | | | |
| 6. I have prospects for career development in the teaching profession | | | | | |
| 7. The responsibilities I perform in the school give a sense of control over others. | | | | | |
| 8. Teaching is one of my goals in life | | | | | |
| 9. I am more useful to the community as a teacher than any other profession | | | | | |
| 10. Teaching enables me to interact and | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| develop relationship with people from many areas | | | | | |
|--|--|--|--|--|--|

B2. To what extent have the intrinsic motivators increased your morale to perform teaching responsibilities?

To a big extent

☐

To a small extent

☐

Not at all

☐

SECTION C: EXTRINSIC MOTIVATION AMONG TEACHERS

C1. For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree them, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

| Statements | Responses | | | | |
|---|----------------|-------|-----------|----------|-------------------|
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1. I am paid a salary that is enough to cater for my basic needs | | | | | |
| 2. The school provides me free accommodation. | | | | | |
| 3. I get free meals at school | | | | | |
| 4. Salary payments are prompt | | | | | |
| 5. The school offers weekly duty allowances | | | | | |
| 6. Extra teaching allowances paid by the school help me to complete the syllabus | | | | | |
| 7. The school offers financial assistance to teachers with parties | | | | | |
| 8. It is possible to get advance payment from the school in case I have a financial problem | | | | | |
| 9. The school organizes end of year party for teachers | | | | | |
| 10. Teachers who perform well are given | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| prizes | | | | | |
| 11. Teachers are given leave of absence in case they have a reason to justify it. | | | | | |
| 12. Teachers are given free medical care in case of ill health | | | | | |

C2. To what extent have the extrinsic motivators increased your morale to perform teaching responsibilities?

- To a big extent ☐
- To a small extent ☐
- Not at all ☐

SECTION D: PERFORMANCE OF TEACHERS

D1. How do you rate the performance of teachers in this school?

- Good and encouraging ☐
- Average ☐
- Bad and discouraging ☐

D2. For each of the following statements about performance of teachers, please indicate (by ticking) the extent to which you agree them, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

| Performance of teachers | Responses | | | | |
|---|----------------|-------|----------|----------|-------------------|
| | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
| 1. Teachers come very early at school | | | | | |
| 2. Always teachers come with lesson plans in class. | | | | | |
| 3. There is regular marking of tests and feedback to students | | | | | |
| 4. Teachers actively participate in co-curricular activities | | | | | |
| 5. There is regular testing and examination of students | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 6. Teachers supervise all school activities | | | | | |
| 7. There is regular attendance to class lessons by teachers | | | | | |
| 8. Regular attendance to extra lessons | | | | | |
| 9. Teachers are efficient at maintenance of students discipline | | | | | |
| 10. The turn up of teachers in staff meetings is high | | | | | |

D3. What problems do you face as a teacher in this school?

D4. What do you think can be done to improve teacher motivation in this school?

D5. What do you think can be done to improve teacher performance in this school?

END

Thanks for your cooperation

APPENDIX II

KEY INFORMANT INTERVIEW GUIDE

My name is Aacha Mary, a student at Makerere University Kampala, pursuing a Masters Degree in Social Sector Planning and Management MA (SSPM). I am carrying out research on effects of motivation on the performance of primary school teachers in Kimanya - Kyabakuza Division. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

Title of the Key informant _____

1. What form of intrinsic motivators do teachers have in this school (schools in Kyabakuza Division)?

2. Do you think these motivators are sufficient to ensure good performance of teachers?

Support your answer

3. What form of extrinsic motivators do teachers have in this school (schools in Kyabakuza Division)?

4. Do you think these motivators are sufficient to ensure good performance of teachers?

Support your answer

5. Comment on the performance of teachers in this school/Division

6. What problems do teachers face in this school/ Division?

7. What do you think can be done to improve teacher motivation in this school/Division?

8. What do you think can be done to improve teacher performance in this school/Division?

END

Thanks for your cooperation

APPENDIX III

FOCUS GROUP DISCUSSION CHECKLIST

Time: 30 mins to 1 hour

Moderator: Researcher

Recorder: Researcher

QUESTIONS

1. What form of intrinsic motivators do teachers have in your school?
5. Do you think these motivators are sufficient to ensure good performance of teachers? Support your answer.
6. What form of extrinsic motivators do teachers have in your school ?
7. Do you think these motivators are sufficient to ensure good performance of teachers? Support your answer.
8. Comment on the performance of teachers in this school/Division.
9. What problems do teachers face in this school/ Division?
10. What do you think can be done to improve teacher motivation in this school/Division?
11. What do you think can be done to improve teacher performance in this school/Division?