

MOTIVATIONAL PRACTICES AND TEACHERS' PERFORMANCE IN JINJA  
MUNICIPALITY SECONDARY SCHOOLS, JINJA DISTRICT, UGANDA

By

NAIRUBA JUSTINE

(Under the direction of KAKULE I. KISUNZU, PhD)

ABSTRACT

The purpose of the study was to establish the effect of provision of fringe benefits and the nature of working conditions under motivational practices on teachers' performance in secondary schools.

The study was qualitative and quantitative; and descriptive-correlation research design was used in the study. The researcher used purposive and simple random sampling techniques to select the research participants respectively from selected secondary schools. The target population was 225 and the sample size of the participants was 166. Data was collected using questionnaire as research instrument and analyzed by means of descriptive statistics, namely; frequencies, percentage, and mean. Pearson Correlation Coefficient was used to establish the relationship between motivational practices and teachers' performance in secondary schools.

The findings from the study indicated that 59.2% of the respondents with a high mean of 3.5464 reported that the nature of working conditions were still favorable to some employees and this reflected undesirable behaviors among the employees. Good working conditions were necessary for all employees for their effective performance in institutions. The study showed that the payment of salaries and wages have no direct bearing on teachers' performance.

The study findings indicated that 70.9% of respondents with a high mean of 3.5631 reported that fringe benefits like allowances, recognition, promotion and praises still depends on availability of funds and management's perception. These benefits had

an effect on teachers' performance when paid after completion of the task. The nature of working conditions was still favorable in some institutions and this affected the actual performances in schools. Good working conditions were therefore, pertinent for all employees' performance in any institutions.

The study findings also indicated a weak correlation between motivational practices and teachers' performance as Pearson correlation was  $-.106$  and the coefficient of determination was  $0.0112$ , which is  $1.12\%$  level of determination; and this implies that there are other many factors that contribute to teachers' performance. In conclusion, the results of the study indicated that there is a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja.

**INDEX WORDS:** Motivational practices, fringe benefits, nature of working conditions, teachers' performance, and secondary schools

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## **BIOLOGICAL SKETCH**

The author of the study, Nairuba Justine, was born in 1971 in Izinga village, Namwiwa sub-county, Kaliro District – Uganda. She completed her primary education from Buckley High School in 1986 and secondary school in 1990 from Wairaka College.

In 1991, the author joined Bishop Willis Core College where she got a certificate in teaching. In 2004, she upgraded in Bugema University and got a Diploma in Primary Education majoring in E.C.E and English, her BA with Education, majoring in C.R.E and English

After completion of B.A in 2009, the author enrolled for a Master's Degree in Educational Management at Bugema University.

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## **ACRONYMS**

NGO: Non-government Organization

USE: Universal Secondary Education

PTA: Parent-Teacher Association

MOE: Ministry of Education

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

People do not learn or live merely to satisfy their bodily needs. They spend a lot of time and energy doing things as working puzzles, reading books, going to church, visiting friends and hosting other activities that serve to immediate biological purpose. This implies that there are set goals that individuals strive to achieve. These goals may be internally or externally influenced.

All institutions have goals and objectives to accomplish and this defines their reason for existence. Effective management in these institutions is a necessary tool in improving an enabling working environment in which all workers work together as a team and as individuals towards the accomplishment of the organization's set goals. Therefore, recognizing and understanding how and why motivating employees, is a central point for every organization (Maicibi, 2003:61 and Draft, 2000: 214).

In schools, teachers and pupils are always on the look out to gain fame, to be praised, to be promoted or even to gain material rewards from their supervisor, parents, guardians, teachers and the like. The reverse may mean low morale in performance or even abandoning the activity.

Motivating the staff is a necessary tool at the work place for it incites, influences one's actions and behaviors towards the intended, desired goals and depending on how they are motivated, determines the efforts that's exerted at a particular time, situation and needs of individuals (Dessler, 2003:283).

Therefore, institutions like schools cannot effectively achieve their mission without motivating their personnel to work together for the attainment of the set goals (Glenmyers 1999), and they have a lot to do with their teachers motivational level, teacher's behaviors, teaching style, the structure of the course and informal interactions with learners all have a large impact. Similarly, teachers need to be motivated in monetary and other incentives so as to be best performers in the work.

Employees are the key resources in sustaining the institutions' long term competitive advantage and the ability to attract, maintain, retain and motivate its workforce is a key influence in sustaining a constant success (Zimmerman, 2000). Therefore, researcher feels that by understanding the employee's motivational behaviors and their effect at the work place, is very pertinent in any institution in attaining significance performances.

Motivation is a desire to achieve a goal, combined with energy to work towards a goal. Motivation as a concept which comes from the word "movere" meaning "motive" which is the inner state that energizes behavior, activities, directs and channels behaviors towards the stated goals (Beelson, 1999: 239 and Musazi 2006:44).

According to physiological psychologists "motivation" is a force that determines the direction of the person's behavior, level of effort and performance in an organization (Gareth et,al, 2000:721). From the management perspective, it's a drive and effort to satisfy the needs, desire and wishes of individuals (Maicibi, 2003:40).

According to Kemmerer (1990), the term incentives is as all the direct and indirect benefits offered to teachers as intrinsic motivators, more especially, he states that direct monetary incentives and all other financial resources need to be offered to teachers.

These might include professional support, such as initial and ongoing training programs, teacher guides, fringe benefits, free or subsidized housing, food and transport. Non - monetary include professional status in the community, promotion, recognition and approval by, parents, the general public and ministry of education. It is believed that when a teacher is given such motivation, his or her performance is influenced positively.

Therefore, the researcher's study on motivational practices focuses on fringe benefit and nature of working condition, which will be adopted from Maicibi, (2003) Musaazi, (2006) and Robbins, (2003), who incorporated it (motivation) as a force that determines the individuals' behaviors and direction at the work place at a particular time. However, from the researcher's perception, it is a force within individuals that produces behaviors directed towards a certain course of action, motivation arises as the result of interaction of the individuals and situation.

Staff motivation, therefore, in institutions refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them perform to their level best (Lubanga 2006:5). In institutions staff motivation and welfare help to uphold the staff firmly together and inspire them to achieve the school's set goals.

Performance refers to the outcome from any economic activity and in secondary schools it is basically on teachers' academic performance like teaching and marking, preparing report forms, doing school duties, attending staff meetings, schemes of work and lesson plans. However, accordingly to (Armstrong, 2003:478), "performance" is the behavioral aspect that defines the way in which organizations, teams and individuals get work done.

Taken all together, Cole, (1998) and Kountze, (1999) contend that performance is a function of motivation, ability to cope with the task in a given environment, performance as a function of motivation, involves achieving business objectives and responsibilities from the perspective of judging party (Hersey and Blanch and, 1998). Performance can be good or bad. However, good performance involves being punctual at work, cooperating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole,1998). Therefore, where motivation is high and promptly paid to the employees, the degree of participation and commitment is high as well as performance. There is correlation between motivation and teachers performance.

Globally, motivation is a cultural bound practice with its roots from the industrial revolution in the European and American States, like Japan, Greece, Mexico, Denmark, Norway, Sweden and Netherlands where social needs were recognized as a basis for good performance and workers benefits were more sensitive to equality hence, equal treatment of workers (Robbins, 2003:178).

Unfortunately, in most countries, Uganda inclusive teaching is a relatively low paying occupation in comparison to others like lawyers, accountants, engineers requiring a similar standard of education in its practitioners. And it is widely believed that recruitment to the teaching profession is adversely affected by low motivation, hence, substantial numbers of suitability qualified students who would otherwise be motivated towards teaching, rate salaries, allowances, fringe benefits are too low for the prevailing

levels of teacher pay to attract them. The theories of motivation can be traced far back in the revolution in countries like Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production (Gerhard, 1997:225). However, its practical and theoretical development was pioneered by Taylor in the 20 century, with his scientific study on the use of economic incentives as a means of achieving of high levels of performance and was valued more important than the nature of the work or job (Dessler, 2003:334 and Pena, 2001).

In this regard, therefore, the researcher feels that monetary incentives have been in existence and are still pertinent in accelerating actual performance of employees in most institutions. Analysts from USE funders analyzed that most schools are having strikes and performing poorly due to poor relationship and poor motivation by teachers and head teachers towards schools problems, (2009).

Generally, the motivation and its effects and the work force has been a question of concern among the scholars, between employees and managers since the industrial revolution and this intense debate has become a reflection of complicity to most institutions. Much of the management thinking still emphasizes on what motivates people rather than how they are motivated. However, it is important to note that in Uganda's institutions, most people who work or join institutions have varied reasons which are already shaped and reshaped by their agents at school, families, peer groups and other religious organizations (Maicibi,2003:59). Therefore, what motivates workers differs from individuals to individuals, from time to time and according to situations and the success of each motivational technique; it also depends upon the individual personality, occupation and cultural background.

In most institutions, administrations have a tendency of incorrectly assuming that all employees want the same things and rewards thus, overlook the motivational effects of differentiating these rewards or incentives. Some employees work hard in hope of getting promotions but end up getting a pay rise instead, while others receive only words of praise and where rewards are inadequate, this makes the distribution difficult (Robbins, 2003:173). Therefore, the researcher feels that school administrators need to understand that not all employees respond to similar needs and rewards. The needs of women, men, single workers and immigrants, the physically handicapped, and senior workers differ from individual to individual and from time to time hence, deserve different treatments (Robbins, 2003:9).

The researcher is aware that the government has increased teachers salaries last year 2010. But still, teachers, do not seem to be satisfied and are on strike, (2011). The researcher therefore, wants to further investigate whether there are other factors that motivate teachers other than salary payments.

In Uganda, motivation is an indispensable factor in all institutions as a basis for good performance. This is in line with the survey conducted by Maicibi, (2003) on the teaching staff, in 3 universities and schools from the districts of Kampala, Mukono, Mubende, Mpigi, Kiboga, Masaka, Jinja, Mbarara, Wakiso and Luwero schools where external incentives like yearly salary increments and allowances (PTA) induced workers to improve on performance (Maicibi, 2003:52). Therefore, the researcher feels that motivation as an aspect of every management, lies within individuals and when properly manipulated, produces desirable behaviors as good performances in the organization.

In Jinja municipality, the employment sector is the government and a few by the private sector. In most urban schools, teachers are not adequately motivated and even the working conditions are still appealing, fringe benefits like allowances, recognitions, promotions and praises rarely exist despite the commitment exhibited by the workers. Most of the teachers still work under strict supervisions and work over loaded without appointment letters (job security), hence, affecting their work. In most of the schools, the school administrators and board of governors are the chief determinants of the teachers' survival. The methods of rewarding employees differ from institution to institution, for various reasons and at particular situations.

Motivation depends on adequacy of funds, perception by the management and the culture of the institution. In institutions, the success of each practice is determined by the efforts exerted by the management in relation to the reward and outputs received. Therefore, equity of rewards and inputs drive attraction, motivation and retention of employees, a primary source of job satisfaction and good performance in schools.

Still in Jinja Municipality schools, teachers are not performing well and in some schools working conditions are still appealing. These have resulted into variations in performances between teachers and institutions. Hence, the previous strategies to improve on teachers' performance have not succeeded.

Motivation is vital and makes teachers positive about their own learning, creating a drive in them to acquire their targets. By realizing their improvement and achievement, teachers always gain the feeling of success. The researcher therefore, investigated whether there are other factors that motivate teachers other than payments.

There is a tendency of attributing the success and achievement to the members of staff handling candidate classes and those with more responsibilities and ignore the class teachers who lay the foundation for the success. This not only creates individualism but also conflict of interest among employees which affects performances. However, it is important to note that in schools, there is no defined criteria and yardstick for measuring performance of teachers. It is therefore, a combination of teachers' effort in cooperation with the management.

According to Herzberg, (1999), most of the workers in institutions tend to attribute the good results to their own efforts and shoulder the blame to the administration in case of poor results. Good performance in schools involves power sharing and gaining cooperation with no command control over the subordinates but serving them, advising, directing, motivating and appreciating their efforts to meet the desired goals (Selznick, 1997). This is done by defining the available outcomes from the institution employee has the ability and support needed like textbooks, prep books, laboratory, equipments, good and adequate working environment to meet the desired or set goals. Therefore, researcher feels that once all these equipments are provided adequately and in time, teachers would feel intrinsically happy and perform above average in schools.

In achieving maximum performance, the school administrators must recognize and understand that individual staff performance is a key element in the overall performances which is governed mainly by a net of incentives and adequate reward packages including competitive salaries, allowances and adequate working conditions which are still inadequate in most urban schools. As observed by Mc Bridge and Nick, (1999) workers in institutions perform well, show more energy and determination to

succeed and achieve the results, cooperate in overcoming problems, accept responsibilities and accommodate change when they are well motivated. However, in Jinja urban schools, some of these indicators are lacking and as a result there is sense of individualism, lack of commitment, absenteeism and unwillingness to accept the delegated duties and high labor turn over, a clear signal that workers are not motivated. Academically, Jinja district was among the first four districts in Uganda in UCE in 1990s; however, it is no where in the top performing schools.

A lot has been promised but implementation has remained a nightmare to the staff. The nature of working conditions, still deserve a lot of attention. In most schools, teachers lack accommodation, adequate text books, lab equipments, physical structures, furniture, job securities and empowerment as prospects of good performance.

**Table 1.**PTA Allowances in some selected urban secondary schools in Jinja district.

NO.	Schools	PTA Payments between Yrs (Uganda Shillings)			
		2006	2007	2008	2009
1	Mpumudde High Sec. School	50,000	50,000	30,000	45,000
2	Jipra Sec. School	80,000	80,000	90,000	80,000
3	Mother Kelvin Sec. School	100,000	100,000	90,000	90,000
4	Glory Land Sec. School	80,000	90,000	100,000	100,000
5	PMM Girls Sec. School	80,000	100,000	100,000	100,000
6	St. Florence Sec. School	90,000	98,000	110,000	150,000
7	Jinja College	120,000	120,000	150,000	140,000
8	Jinja Sec. School	160,000	160,000	160,000	160,000

*Source: Jinja District Education report 2009*

In most established schools like Jinja S.S, Jinja College, St Florence S.S and PMM Girls, the PTA payments to the slightly higher, year by year and this attributed to

the increase in students' enrollment and excellent performances at all levels. In other schools, there are variations in performances and in students' enrollment which have affected the PTA payments and other fringe benefits to the staff performance. It is believed that reward and motivation is a necessary ingredient for learning and academic performance among workers and in areas where performance is low. Based on this, the researcher intended to investigate how motivational practices influence teachers' performance secondary schools in Jinja, and this how the study was conducted.

### **Statement of the Problem**

A number of schools have resorted to use different motivational practices to influence teacher and improve on their performance. Despite the possible strategies put in place by the administrators in order to increase the performance of teachers in Jinja Secondary Schools, there has been a variation in performance in Uganda Secondary Schools in particular Jinja Municipality. Concern for Jinja Municipality secondary schools is that there have been a declining test scores and escalating poor academic and teachers' performance. Available official records from the chairman education service commission indicate that teachers have gone to other survival strategies for a better living, (ESC, 15/ 98/2007). Therefore, there is need to carry out a research on motivational practices and teachers performance among secondary schools in Jinja District, Uganda.

### **Research Questions**

1. What are the demographic characteristics of the respondent?

2. Are motivational practices in terms of fringe benefits and working condition implemented among secondary schools in Jinja Municipality?
3. What is the state of teachers' performance in urban secondary schools of Jinja?
4. Is there any significant relationship between motivation practices and teachers performance in urban secondary schools?

### **Objective of the Study**

The study intended to establish the relationship between motivation practices and teachers' performance in urban secondary schools in Jinja.

Besides, the study was guided by the following specific objectives:

1. To find out the socio demographic characteristics of the respondent in terms of sex, age, school responsibility, marital status, and education.
2. To assess the extent to which motivational practices in terms of fringe benefits and working condition are implemented among secondary schools in Jinja Municipality.
3. To ascertain the state of teachers' performance among urban secondary schools in Jinja Municipality.
4. To establish the relationship between motivation practices and teachers performance in urban secondary schools in Jinja.

### **Research Hypothesis**

There is no significant relationship between motivational practices and teachers' performance in urban secondary schools.

### **Significance of the Study**

This study, like other studies, may be of great value to those who may read it objectively and put into account. The findings of the study may have an implication to all school administrators, government, ministry of education and sports, proprietors of private secondary schools, NGO's, Uganda National Teachers Organization, Education policy makers, academicians and other researchers in;

1. Giving insight to Ministry of Education and Sports, Education policy makers on the motivational practices used that offer a competitive advantage in secondary schools.

#### **Government and Ministry of Education:**

The study will enrich the Ministry of Education with adequate and useful literatures for future reference. Motivating the staff by reducing on the negative attitudes teachers have towards performance at the workplace. It should identify the necessary resources, tools and equipments to their staff for organization's effective performance; it should also identify the loopholes and improve on the service delivery of teachers and other employees in institutions.

Giving an insight on why motivation is important and necessary in educational institutions for better employees' performance.

**To researchers,** it may form a basis for further research on motivation and teachers' performance.

#### **Scope of the Study**

The research was carried out in nineteen government schools in Jinja Municipality, Eastern Uganda, Busoga region, Uganda. Jinja is a small district lying on the shores of Lake Victoria along river Nile. Previously it was the leading industrial

district. Kamuli district is the north of Jinja and Iganga and Mayuge in the eastern. The population included secondary school head teachers, deputy head teachers and teachers from different sampled secondary school.

The study specifically investigated the motivational practices which include Fringe benefits like allowances, recognition, promotions and praises. It further assessed the nature of working conditions such as accommodation, education, medical, interpersonal relationship, responsibilities and leave (sick and maternity) as the independent variable. On the other hand it looked at the performance of teachers in terms of job activities, exam setting, classroom activities, scheme of work, attending staff meetings, students' reports, and time management, co-curricular and record of work. The study took nine months, that is, January to September 2011.

### **Limitations of the Study**

The major limitation of this study was unwillingness from some respondents to receive and fill in the questionnaires during the process of data collection since they were working on exams and reports. To overcome this limitation, encouragement was given by the researcher explaining what to divulge as necessary information. But some respondents out of 166 did not return back the questionnaire. However, this did not lower the validity and reliability of the study.

### **Theoretical Framework**

The global view on motivation practices on teachers' performance is linked to Frederick Herzberg, (2003), theory of Two-Factor theory on job satisfaction or dissatisfaction. He states that there are certain factors in the work place that cause job satisfaction, while a separate set of factors cause dissatisfaction. He set the theory to

determine which work factors such as wages, job security, or advancement made people feel good about their jobs and which factors made them feel bad about their jobs. In most institutions and schools in particular, administrators have not fully eliminated dissatisfiers to enhance satisfiers, which have bred unfavorable behaviors' among employees, resulting into strikes, high labor turn over, gossip, frequent absenteeism, late resumption for duty and uncooperation with the management.

Herzberg surveyed workers and divided work factors into two categories;

- Motivation factors, those factors that are strong contributors to job satisfaction
- Motivating factors (challenging work, recognition, responsibility) that give positive satisfaction
- Hygiene factors, those factors that are not strong contributors to satisfaction but must be present to meet workers expectations and prevent job dissatisfaction

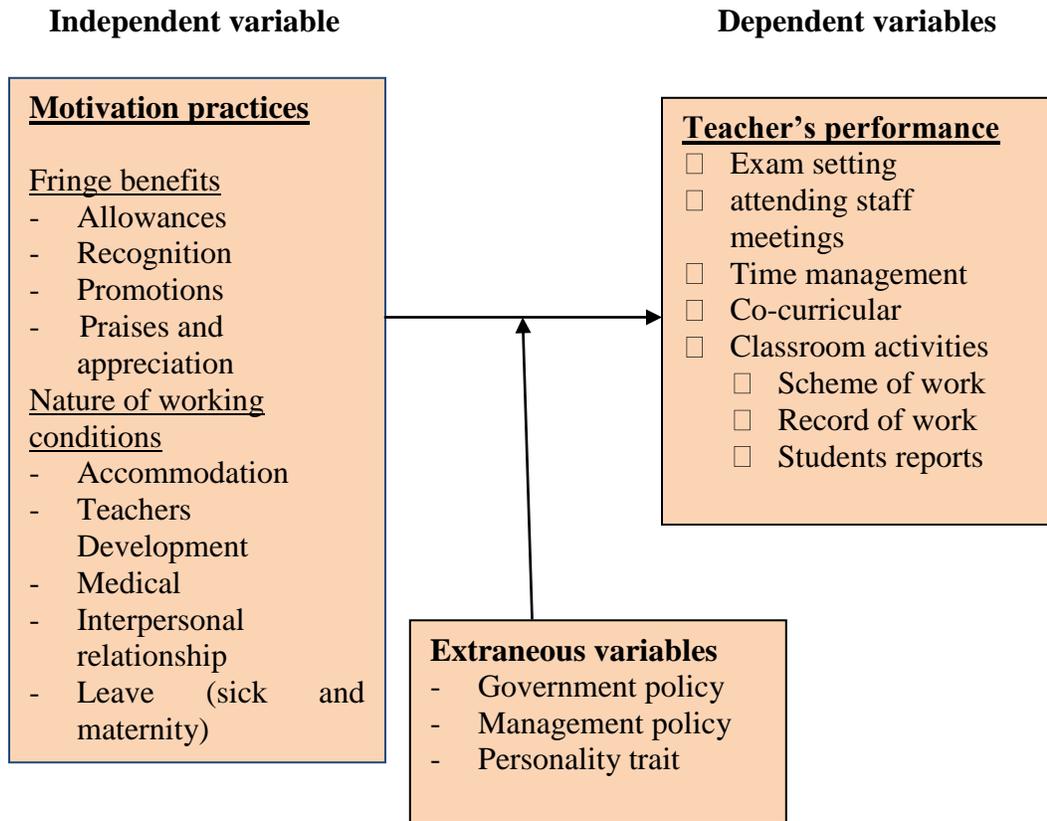
Herzberg's Two – Factor theory.

Hygiene factors such as status, job security, salary, fringe benefits, and workers' conditions do not give positive satisfaction results from their absence. If hygiene factors like this do not meet employee's expectations, they may be dissatisfied with their jobs. To increase satisfaction and motivate someone to perform better, you must address motivation factors. Hygiene factors are needed to ensure an employ is not dissatisfied. Motivation factors are needed to motivate an employ to higher performance.

Therefore, to improve job attitudes and productivity, secondary school administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in dissatisfaction.

### Conceptual Framework

The motivation practice includes provision of fringe benefits and adequate good working conditions are the independent variables while the teachers' performance is the dependent variable.



*Figure 1. Conceptual Frame work of the study*

The figure 1 above presents the relationship between motivational practices and teachers' performance. It basically tackles the provision of monetary incentives,

allowances and working conditions for the teacher's effective performance. In well motivated schools, teachers are more willing to enhance the teaching skills, exert efforts in the school's activities, as reflected in their participation and commitment where monetary incentives like salaries and wages are paid to the teaching staff; these have great impact on workers performance in institutions. The provision of fringe benefits provide more morale to the workers to remain committed to the organization's set goals hence, job satisfaction which leads to an increase in participation in the institution's activities for better performance. Participation remains high when the degree of incentives that an individual receives, satisfies the dominant needs with his individual goals.

The nature of working conditions in terms of good accommodation, education, flexible working hours, healthy working environment with adequate welfare have an effect on teacher's performance when especially availed in time. When employees are paid for good performance, this will always reinforce and encourage good continued performance. In schools good performance depends on one's ability, competence and competencies required good performance and appraisal systems in terms of financial and non-financial words. However, their adequacy, drive attraction for high pay, motivation and retention of employees in institutions, is a primary strategy for every institution.

### **Operational Definition of Key Terms**

**Fringe benefits** –in this study, fringe benefits are non wage payment given to the teacher by the top management. It can be in terms of pension, praises, recognition, life and health insurance, transport allowance, leave, company cars. Measurement of fringe

benefits was done by using five Likert scales: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5= strongly agree.

**Motivation practices-** in this study, are monetary (salary, wages, and other financial resources offered to teachers) they might also include free or subsidized housing, food and transport. And non- monetary (fringe benefits and nature of working conditions) they might include professional status in the community, promotion, recognition, approval by parents, general public and ministry of education. Motivational practices were measured by using five Likert scales: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5= strongly agree.

**Performance** –in this study, performance can be almost any behavior, which is directed toward task or goal accomplishment, the job responsibilities or duties performed by the teacher. It includes professional status in the community, promotion, recognition and approval by, parents, the general public and Ministry of Education. performance was measured as 1=very poor, 2=poor, 3=undecided, 4=good, and 5=very good.

**Allowances** –are the amount or something that is permitted, especially with a set of regulations given at regular intervals for a specified purpose, like when teachers, head departments.

**Recognition** –in this study, recognition is the identification of teachers after work well done.

**Nature of work** –is the fundamental quality of work, identity or essential character. Fringe benefits are variables such as accommodation, medical, paid leave, maternity and interpersonal relationships.

**Timetable** –is a schedule listing the times at which certain events, such as arrivals and departures arranged according to the time when they take place by teachers and learners.

**Co-curricular activities**–is outside activities in the school but usually complimenting the regular curriculum.

**Table 4:** Mean Range of five-Likert Scale

Description	Mean Range	Scale	Interpretation
SA	4.50-5.00	5	Very high
A	3.50-4.49	4	High
UD	2.50-3.49	3	Moderate
D	1.50-2.49	2	Low
SD	1.00-1.49	1	Very low

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter presents the literature reviewed by the researchers on the issues of motivational practices and teachers performance in secondary schools.

#### **Motivational Practices**

Many researchers and writers on academic issues have come out with factors that affect academic performance. Even teachers at all levels aim at enabling their students to pass well and obtain good grades in their examinations. But teachers not only in Uganda but worldwide are not well motivated.

Kathleen, (1996:192) quoted a teacher: “The harder you work the less you are appreciated by some people. There is nothing to be proud of. I don’t tell people that am a teacher” A teacher with such views will not carry out his or her duties effectively to produce good results.

Motivation causes us to achieve goals and consists of appropriate mechanisms of responses, simulates internal force which spark us to satisfy some needs and in some cases we may be fully aware of particular needs and our actions will deliberately move in an attempt to satisfy it. For example a hungry child eats food with full knowledge that will ease hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion. Motivation originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behavior in multiple ways such as starting, sustaining, intensifying, focusing and shopping it.

There are existences of some source of energy that drives behavior. Proposed are just one source of energy that exists for all the general behavior behind the energy

Assumptions of a general energy source require the existence of some additional mechanism that can direct this energy in different ways at different times which proposals are that force behind particular behavior in specification. Thus, the concept of energy is more important.

### **Theories of Motivation**

To understand motivation and teachers performance, there is a need to look at theories of motivation.

#### **Drive reduction theory of motivation**

A drive is an eternal condition of arousal that directs an organization to satisfy psychological needs. Drive is necessary for people, for behavior to occur. According to Hull, (1943) human behavior is a result of drives that exist within human behavior itself, example hunger and thirst. Performance involves the connection of stimuli and responses as a result, teachers' performance needs motivation to be driven higher.

#### **Arousal Theory**

The arousal theory of motivation asserts that unless an individual is aroused or motivated she or he might not be able to do certain things. Human functioning is most efficient when at an optimum level of arousal. Arousal theory exerts a stimulating force referred to as press. A head teacher should not force a teacher to work, but to motivate or induce him or her.

## **Cognition Theory of Motivation**

This theory focuses on thoughts as initiation and determinants of behavior. Intervention with human thinking has substantial influence on our motivation. The impact of cognitive development view is based on Jean Piaget's Principles of equilibration, assimilation, accommodation and scheme formation. Head teachers create an environment where, there are lots of tools, where, teachers can develop an understanding.

## **Equity Theory**

This theory states that individuals compare their job inputs and out-comes with those of others and then respond to eliminate any inequities. If their colleagues are given recognition, employees will work towards achieving those rewards. This motivates them to work better. If these incentives are similar, employees feel more satisfied with the treatment received and if not the reverse may be true. The more satisfied the employee is in the institution, the stronger the force to remain in that present job and the better, the performance. Employees perceive equity as fairness of rewards in relation to ones education, experience, efforts and time used. Adams observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavorable behaviors among employees. These must be adequately studied by all managers in institution to enable employees, exhibit their potentials reflected in their participations and performance at the work place.

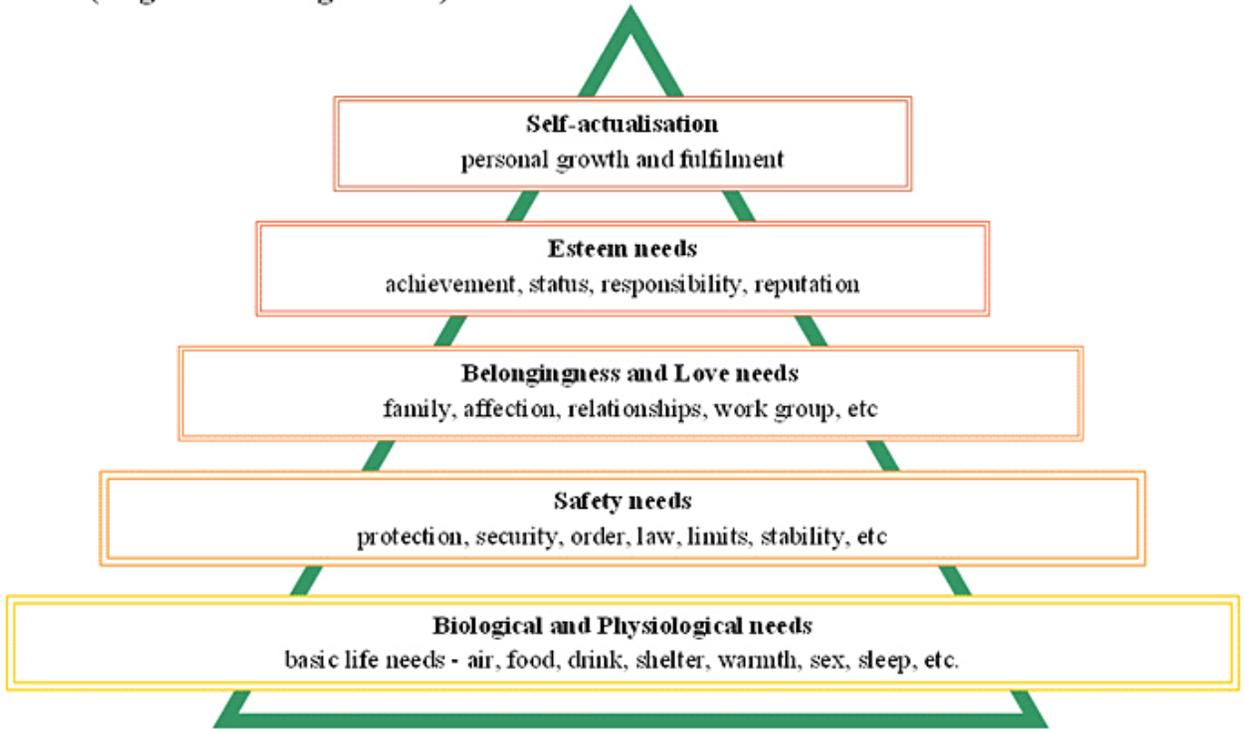
### **Expectancy Theory of Motivation**

This stresses that people behave the way they behave because they expect success. Expectations of success, directs behaviors' of teachers to perform better to achieve their goals. The prevalence theory by Vroom, (1999), (expectancy theory), is much liked to the study because much of the teachers performance are attributed to their expectations from work. This however, relies on the assumption that high performance results into high rewards hence, performance output relationship, but if performance and output are high and motivation is very low, these results into reduced performance. Therefore, an increase in efforts leads to an increase in performance where rewards give actual satisfaction to the working staff.

### **Humanistic View of Motivation**

This theory argues that human needs are supreme. It asserts that teachers' behavior is motivated by desires for creativity choice and self actualization. Basically, Abraham Maslow, (1970) Retrieved, (2010), proposes a hierarchy of human needs to account for a range of human motivation. He concentrated on human potential for self actualization. Teachers should develop a sense of belonging as stipulated by the hierarchy below:

**Maslow's Hierarchy of Needs  
(original five-stage model)**



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Figure 2. Abraham Maslow's hierarchy of needs

The theories of motivation can be traced far back in the revolution in countries like Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production (Gerhard, 1997:225). However, its practical and theoretical development was pioneered by Taylor in the 20 century, with his scientific study on the use of economic incentives as a means of achieving of high levels of performance and was valued more important than the nature of the work or job (Dessler, 2003:334 and Pena, 2001).

In Uganda, money is still regarded as a motivating factor among employees but if little is paid, results into little or no performance. Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In institutions, what is adequate and reasonable, is difficult to estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contribute to individual's status and self worth both of which are the identified needs that require satisfaction and enables employees to perform better.

According to Clark Hull, (1943): Hull believed that "learning involves the connection of stimuli and responses as the result of reinforcement, and since each reinforced pairing of a stimulus and responses was believed to increase habit strength by a small amount". Reinforcement occurs when drive is reduced. In sense, learning depends upon adequate motivation.

Eric Klinger, (1975) says, "Important of meaning fullness for peoples' lives" meaning fullness, in turn, is provided by toward which people work. People pursue those objects, events, and experiences that emotionally important for them. People therefore , work and behave in order to obtain those incentives that are prized.

The New Vision of Wednesday January 19<sup>th</sup> 1994 in the article; Kampala Primary School Teachers' demand tax free vehicles, by Ofwono Opondo, the teachers complained to the government about low pay. "They criticized government for paying them peanut salary which can not keep their children in schools while they look after those of other people" Teachers need to be motivated to produce good work.

Al Amri, (1997) stated that direct monetary benefits are the packages of teachers' salary, allowances and fringe benefits. All these contribute to the good performance of

teachers. However, there are other factors that could motivate a teacher to be more committed.

According to Maicibi, (2003:90), monetary rewards or incentives are financial rewards directly related to performance.

In most schools, monetary incentives are critically regarded as a motivating factor. However, the motivational level depends on how each employee values it and how its directly related to performance. As noted by Stacy Adams in his theory on motivation, money has symbolic value, used in comparing the employees' input to determine the degree of equitability, a clear signal of how employees are valued by their degree of equitability, a clear signal of how employees are valued by their administrator. Other scholars like Victor Vroom, observed that money becomes a motivator only when it satisfies the individuals' personal goals and is dependent on performance criteria (Robbins, 2003:180). However, the researcher feels that the degree of monetary satisfaction differs from employee to employee, the pressing needs at the disposal and the amount received at a particular time. Therefore, what satisfies each individual at a particular situation and time may be difficult to determine and predict in organizations.

In similar development, Locke, (1989:379) as quoted by Bratton, (2003:288), points out that monetary incentive are related to all man's needs like housing, food, health and care for himself and his family while Pfeiffer, (1998:112) as quoted by Bratton and Gold, (2003:289), attached its importance on improving the meanings of their lives. However, the research studies by Armstrong, (2003), observed that external motivational practices like provision of salaries and wages have powerful effects on employees' performance but do not necessarily last long. Other internal motivation practices like

recognition of best performers, promotion and praises have a long term effect on individuals' performance for they are inherent in the individual and not imposed on them from outside. Internal incentives in institutions provide opportunities for personal growth, more responsibilities, increased social status and subsequently job satisfaction and performance at the work place.

As postulated by Robbins, (2003), salary increment is no longer a motivator to some employees because every time of moment, employees adjust to a new life style. This perception makes them feel that the next quantity of money would be appropriate to meet their needs. Therefore, school administrators should never expect their staff to openly say "we are satisfied and we no longer need a salary increment". This is in line with the research findings by Robbins, (2003), that the additional amounts of money offered for performance, are not always perceived by employees as significant because the merit pay raise which should be at least 70% of basic pay has been averagely 3.9 to 4.4% respectively. In Uganda, this has been averagely 1% to 1.5% for all workers, a demotivating factor to the employees (Robbins, 2003:180). Therefore, the degree of satisfaction and performance depends on how the individual values it and other pressing needs.

Moreover, Kroggi, (1988), asserts that most of institutions' managers have zeroed on the strategy of encouraging superior levels of performance by offering extra or additional financial rewards which are linked to individual or organizational performance. This not only encourages performance but creates competition, exertion of extra efforts and improvement in quality hence, high productivity. However, this has no significant effect on some employees who are motivated by non financial incentives.

Therefore, having a clear and comprehensive study is pertinent in improving employees' behaviors and performance in institutions.

In institutions, there is no clear rewarding policy undertaken by the management that meets or suits with the employees' needs and demands. This is because every time, their social, economic and political demands change little has been done to meet these expectations. The researcher feels that administrators need to study in-depth each situation and design the policies that suit with particular situations. Therefore, knowing the culture and the history of the school is an essential tool for all managers if they are to succeed in their organizations and meet their performance targets.

In institutions, not all employees are adequately motivated by money (Robbins, 2003:9). In schools, teachers have varied needs and reasons for being in the institution and these opened on each one's level of occupation, personality, background and situation. Therefore, it's important to note that, offering the staff with financial rewards actually diminishes their intrinsic motivation. The needs of women, men, single disabled and senior teachers differ, hence, deserve different treatments. In both private and government schools, performance and monetary pays are poorly linked and are more often determined by non performance factors like experience, seniority, level of education, cooperation with the boss no matter how poorly one performs. More efforts by the management are necessary in establishing the possible performance indicators as a benchmark for the teachers' effective performance.

In most schools, there is a common practice between the members of staff comparing themselves with other workers doing similar or more related jobs basing on major moderating variables like salary earnings, allowances paid, gender, professionalism

and levels of education. However, according to the research studies conducted by Robbins, (2003) observed that in most institutions, women are typically less paid than men in comparable jobs and have less expectation from the work.

Apparently, this does not still stand in most of Uganda's institutions where both men and women are employed in similar positions and enjoy same benefits. Therefore, equal treatment of employees is pertinent in all employees in any diversified work force for effective performance.

In secondary schools, salaries and wages paid to teachers as a motivating factor are still very low and this has resulted into poor or no performance, high labor turnover and strikes by the teachers and lecturers in various institutions (Maicibi, 2003:52 and, Morrison, 1997). Therefore, the researcher feels that the existence of strikes that are more pronounce in Uganda is a clear signal that the teachers' plights or issues at the work place are not adequately addressed by the concerned authorities for instance, the teachers strikes (Kyamize, New Vision 15<sup>th</sup> February, 2005:15, September 5, 2011) and university lecturers strike (MUK) for high pay, (The New Vision 30<sup>th</sup> March 2005).

In Uganda, salaries of workers are supposed to be delivered at the end of the month but this takes one or two weeks before it can be delivered to the civil servants, of which teachers are inclusive. However, Fournier, (1998) observed that weekly pay of civil servants is something that all workers expect by virtue of their employment, but other non-financial rewards like praise, promotion and recognition are continuous and continuously motivate the workers.

In institutions, where employees (teachers) have already satisfied their physiological needs like land, shelter, clothing, education and medical care, salary is no

longer a motivator but any other thing that may help them to meet other needs. On contrary, it's however, still true to the most poorly and lowly remunerated civil servants that, an increase in salaries and wages acts as an incentive for good performance in institutions.

This is in line with the research studies by Maicibi, (2003), in Ugandan schools and universities, which concluded that salaries and wages are still motivators to the junior staff and some academic staff and not to the senior and non academic staff. However, what is pertinent is that, monetary incentives are still a motivating factor in most schools and their degree of satisfaction differs from individuals to individual and from time to time.

### **Provision of Fringe Benefits and Teachers' Performance**

For a long time, teachers' salaries have been very low. Teachers have a number of times voiced their predicament to government through different organizations and associations. Buruku cited by Kachope, (2000:SP) pointed out that in their memorandum to the government, in 1994 the Uganda Teacher's Association (UTA) put forward this matter in a manner that vividly reveals the teachers' disadvantaged position. "When we come to fringe benefits, teachers have to go without company cars, subsidized medical facilities, mileage allowances, house loan schemes and other allowances that improve the lot of other professions and private section"

On the contrary, unlike in Uganda and Jinja Municipality in particular, in Britain, teachers are motivated by being provided incentives such as, salary incentives, transport funds, extra vacation time to travel abroad, child allowances and housing. But since

Uganda is not as Britain, child allowances, housing and loans could promote teachers performance.

Fringe benefits or top up allowances are additional payments paid to the workers above the basic pay. According to Longman dictionary of contemporary English (1999:36), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons Cushway, (1999:156) referred incentives fringe benefits as additional payments beyond the basic pays like pay raise, over time pay and payment by results, bonuses and profit oriented pays.

Bratton and Gold, (2003:292) referred to these allowances (fringe benefits) as the financial and non financial rewards added to the basic pays, related to work behaviors, performance, learning and experience. Fringe benefits may be paid in financial or non financial forms. However, what is vital is the rate at which these benefits are paid and when actually paid to the workers. In most organizations, such benefits include; performance related pay, incentive pay, merit pay, knowledge contingent pay, team based pay and organizational based pay, based on the profitability of the firm, recognitions, promotion and praises.

Motivation of teachers in schools depends on the availability of resources and the culture of the institution and this results the statement or views that salary do not have additions for productivity. In secondary schools, teachers get allowances in form of PTA's (Parents Teachers Association) which are allocated to each member of staff (teachers) depending on the duties performed, responsibilities held by each and sometimes after attaining an academic progress on excellent performance in school activities like sports and drama.

Most of the fringe benefits in schools range according to the work done, nature of the activity, demand, competency and competence skills required which differ from individual to individual and from institution to institution. These are in form of leadership allowances, responsibility allowances, duty allowances, overload and overtime allowances, recognitions and promotions. However, their adequacy and provision in time have an effect on teachers' performance in schools.

Some of these fringe benefits are linked seniority, status and responsibility, while in private schools the payment of benefits depends on cooperation with the boss, status, availability of students and funds. In institutions where these benefits are on equitable grounds based on performance indicators and competency of individuals, drive attraction, participation, commitment and performance at the workplace. Employees therefore, are of high priority in sustaining and maintaining the institutions' performance standards.

Fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance (Dessler, 2003:204 and Willey, 1997). However, these do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances.

As postulated by Kyambalesa, (2000) managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, the researcher feels that through discussions and interactions with teachers

enable them to fully exhibit their potentials, become more committed, responsible and accountable at the workplace.

In institutions, there are no clear policies of determining how these fringe benefits are paid neither are based on superior or low performance indicators. Some of these fringe benefits are determined by Head teachers, board of Governors with no clear yardsticks and at times, fixed by the parents' teachers in general meetings. However in some schools, administrators have attendance of overlooking these benefits by attaching and allocating the available funds to other sectors other than rewarding their employees. Therefore, fringe benefits are only in theories for teachers do not practically receive them and where they exist, are not paid within the stipulated time and this demoralizes the workers. More still, little efforts have been put in place by the management to analyze the situation, leaving the gap between them which have affected their actual performances.

This is much linked with Victor's theory on what employees expect to gain from their inputs. When performance and expectations are high and motivation is very low, this reduces morale in them as well as performance (Maicibi, 2003:520), in most institutions, there is always a breach of psychological contracts by the management and this has created conflicts with their employees. What is promised is not practically put into practice. In most institutions, administrators do not give enough recognition to their members of staff regarding the schools' staff actual performances and lack information on who performs what, when and to what extent. In schools, this demoralized the teachers' presence and performance at the work place.

Praising the best performers depends on the management's perception, availability of funds, culture of the institution and cost of living in which these

institutions work. Therefore, the behavior of one's boss is the major determinant of job satisfaction and subsequently good performance of his employees. According to the research studies by Robbins, (2003), good performance in employees' arises when immediate supervisions are understanding and very friendly, listen to employees opinions, show personal interest in them and subsequently praises them for good performance.

Administrators in these institutions should always monitor and ensure that employees are motivated appropriately especially in those jobs and areas that contribute most to institutions as postulated by Maicibi and Nkata, (2005:100). Therefore, the researcher feels that the provision of fringe benefits should adequately be paid after the achievement is immediately attained for a meaningful impact in the organization or when the achievement is still fresh in the performers' minds. This would enable teachers have continued good performance; remain committed and dedicated at the work place.

In institutions, some employees prefer non-financial rewards like promotions, recognition and praises based on equity for it encourages personal growth, social status, seek for more responsibilities and subsequently job satisfaction and good performance of employees hence, intrinsically rewarding. Therefore, happy workers at the workplace are more productive than unhappy ones. In institutions, teachers who perform well and are properly rewarded, feel intrinsically good or happy for the work performed, therefore, recognizing them with high pay raises, words of praise, recognition and promotional opportunities instill desirable behaviors in employees (Robbins, 2003:80). However, regardless of these financial and non financial rewards, their existence and

provision in time, give a more concrete reasons for employees to stay longer in that institution.

In institutions and schools in particular, satisfaction of employees is much linked to the attendance of the workers. The more the satisfaction, the more the employee attends to work for that institution. However, in Uganda schools, the attendance of teachers depends on the responsibilities held, convenient working days stipulated and other duties assigned, which vary from individual to individual and from institution to institution. These should be adequately studied to balance the payments and incentives for all employees in the organization.

Employees with more responsibilities have the opportunities of getting more fringe benefits than those with few responsibilities. This is in line with the research studies conducted in Chicago as quoted by Robbins, (2003:81) that workers with high levels of job satisfaction and performance had more attendance levels than those who did not. Therefore, attendance indicators are a characteristic of good performance in any institution of employees.

Other research studies in New York by Robbins, (2003) indicated that employees, who were unsatisfied with the job, had many absenteeism rates than those with job satisfaction and with many attendance levels. The findings concluded that employee satisfaction and performance are correlated with absenteeism. However, in Uganda's institutions, there is no significant difference with this study as the majority of the teachers conduct private business for a living, absentee themselves and collude with other members of staff not to perform. It is therefore, important to note that, the attainment of results in any institution basically lies within the hands of the people of that organization,

how they are motivated in terms of payments, (monetary and non-monetary rewards) for they all complement each other at the work place, enhance the achievement of the set goals and continued good performance of employees.

### **The Nature of Working Conditions and Employees' Performance in Schools**

The nature of working conditions in any organization lays a basis for good performance. According to Herzberg as quoted by Maicibi, (2003) the working conditions properly manipulated by the management and leadership hence, job satisfaction and subsequently motivation in employees.

The nature of working conditions in institutions entails the conditions in which employee work. These are governed by factors like adequate accommodation for the staff, terms of payments, how and when, hours of work, environment itself, provision and assurance of leave pays like sick, maternity and holiday pay, job security, pension assurance, retirement packages, empowerment and interpersonal relationships (Maicibi, 2003:84). The provision of these adequate working securities enlists higher commitment subsequently more efforts that strive for good work.

As conceptualized by Herzberg, (2003) good working conditions create job satisfactions and motivation of employees and where such conditions are inadequate, yield into dissatisfaction of employees, others leave the organization and develop negative attitudes towards the organization thus affecting their performance at the work place.

When employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind. (Musazi, 2003:79).

However, according to clarification of employees in institution is a difficult variables to determine for it is caused by a combination of factors some of which are externally correlated to the workplace and these should be thoroughly observed by all managers and school administrators.

Working conditions in institutions are very important to the way employees feel about where they work. Employees feel proud of their institution when conditions are conducive and friendly to the workforce. In institutions, they are more concerned with their work environment for both personal comfort and these facilities in doing a good job. Once they are provided to their staff, would enable them perform to their best remain committed and interested in the job.

Better still, Ssekamwa, (2001) contends that clean environment, classroom, staffroom, adequate rooms for teachers, family friendly policies, balance between work and leisure and other fringe benefits are the necessary conditions for the teachers' performance in schools. Other external conditioned like holiday pay, sick leaves, timely and adequate pays, job security and pension schemes are a catalyst to teachers' performance in schools. These still lack in institutions and most of the teachers have found it difficult to cope up with situations. Their attitudes and behaviors have also been affected as well as their performance.

In similar development, Robbins and Maicibi, (2003) assert that "Most employees prefer physical surroundings that are not dangerous and uncomfortable, prefer working relatively close to home in a clean environment with modern facilities, adequate tools and equipments. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipments, chalk, textbooks and adequate furniture which

enable them to perform above average through experiments and teaching than those which do not. Therefore, the researcher feels that adequate equipments and healthy atmosphere are a prerequisite for job performance for a highly motivated workforce in the institution. In institutions, job satisfaction and good performance occur when there is joy and excitement among the employees at the workplace which vary in most schools. (Maicibi, 2003:97). Most jobs however, require constant social interactions and consultations with other workers in the organizations through seminars, workshops and others need formulated rules and family friendly policies which have resulted into a happier staff, reduced staff turnover and frequent absenteeism at the work place.

Social interaction with colleagues is still an important source of motivation in many jobs. In schools, teachers interact in formulating school rules and regulations, performing weekly duties, co-curricular activities, teaching, enforcing discipline and in performing other duties assigned to them.

The provision of necessary conditions in time encourages the staff to work harder and keep them united as a team towards the achievement of the set goals. This not only reduces personal conflicts but also reduces the risks of demotivating factors with their related effects of their work places (Bent et al 2002), working as a team promotes the staff effectiveness, productivity and organizational efficiency. (Maicibi, 2003:109).

In schools, socialization of employees enables them to freely express their feelings, opinions, attitudes all other affairs that affect them at work place. It is therefore, a healthy system for the institutions survival, teamwork and productivity. (Maicibi, 2003:61). However, it is important to note that institutions that put their working staff first, (consideration0 have a more committed and dedicated workforce than other which

do not. This leads to higher employee productivity and satisfaction that subsequently results into good performance. Workers respect or deserve a lot of attention by all managers for the organizations' effective performance at the work place.

In other secondary schools, there is a continual replacement of the teaching staff especially in private schools. This has affected the academic progress of the schools, teachers' performance as there is no assurance of staying longer in the organization (job security) in private schools, and teachers' services are terminated without any notice despite the overload given to them. This has caused a lot of stress and uncertainties between and among the teaching staff, as well as their behaviors and efforts to perform. Their rights in institutions have been violated and this has scared or threatened others still at the work place. The costs of these institutions have also increased through retraining and recruiting an experienced and resourceful work force more especially in private schools (Dessler, 2003:303). Therefore, researcher feels that a comprehensive human resource plan is pertinent in the institution in foreseeing the likely occurrences and prepare more adequately in time. Individual resource profiles need to be reviewed and studied by all managers.

According to the study by Robbins (2003), married couples in institutions have fewer absences as compared to their counterparts (unmarried ones), undergo less labor turnover and are more satisfied with their jobs. Women still conform to the authorities in institutions than their counter parts (men) who are more aggressive with their counterparts (men) with more expectation for success. In other institutions, the tedious and demotivating nature of the jobs often lead to high rates of employee turnover as

postulated by Gray (2004). This has led to the reduction in resource manpower as well as performance at work place.

Edward and Daniel (1996) and the Hawkmere Group Report (1998) observed that, managers need a conducive atmosphere for the employees to enable them measure their independence, increase their responsibilities, autonomy and gradually make tasks more challenging if the set goals or targets are to be achieved. In schools, individual workers are only encouraged to work to their best of their abilities. If they realize that they are in charge of their own lives and responsibilities, their jobs are more challenging, stimulating for them to be more accountable and participative. (Hawkmere Group Report, 1998).

In institutions, having too much workload, being stretched beyond limits, having no clear understanding of what is unexpected of them, greatly demotivates and demoralizes the staff to perform. Such institutions usually find it increasingly difficult to retain and attract the most capable, motivated and resourceful employees. Frequent interferences also demoralize the staff and where these employees are dissatisfied, motivation diminishes. Employers therefore, make work challenging because their employees are motivated, when they realize the values, their work adds and their effects to others. The researcher, therefore feels that minimum work load with limited supervisions, enable teachers to exhibit their potentials, measure their independences as well as their degree of participation in any activity.

As observed by Ssekamwa (2001), feeling good at the workplace, being in control over ones immediate environment are perfect recipes for job satisfaction and optimum work performance of employees in organizations or institutions. Fringe benefits, in institutions have however, become effective in attracting new employees but rarely

motivate them to use their potentials more effectively. In institutions and schools in particular, teachers and management perform well when the work is very interesting with greater participation, challenges and opportunities for development which are all the aspects of motivation. These vary from institution to institution and from individual to individual.

According to Evans, (1999:82) employees in institutions experience new challenges, face new situations which require adequate knowledge, skills and experience to succeed them. It is therefore, a challenging responsibility that must be handled with great care to suit with the existing situation. Mullins, (2002) observed that motivation is a necessary contributor for job performance but also other factors like knowledge and skills which are achieved through training in specific fields. In schools, the teachers' efforts would therefore be wasted without the ability to perform which is achieved through training. Therefore, both theoretical and practical trainings are very pertinent for teachers in their effective performances at the workplace.

Besides, Kyambalisa, (2000) observes that managers and administrators in institutions cannot achieve meaningful results through others unless they have the ability to induce them to invest their full energy time and commitment to attain higher levels of performance.

### **Summary of Identified Gap**

The gap identified in the study-related reviewed literature was that much has been written on motivation of employees in terms of monetary reward and other incentives, but little has been documented on motivating workers or employees by means of fringe benefits and good working condition.

Since American institutions observed that equity in rewards and inputs exerted by employees, create a strong linkage between individual efforts and visible outcome and rewards hence highly valued and respected by the organizations. However, in Uganda this has not been fully achieved by the managers and there is still a great disparity between employees basing on major moderating variables like origin, relationship and know who, which has actually affected their performances.

Managers and administrators of institutions need to borrow a leaf from American styles of management and to the researcher motivation works as catalyst to workers in any organization as it increases interest and working morale, hence, leading to high performance. This is supported by the journal of higher education outreach and engagement volume II (Nov. 2, 2006) which says “reward structure .....needs serious consideration”.

Therefore, by assessing the needs of the staff while also maintaining and improving on the staff services, improve on the effectiveness of the school teachers. It is observed that by identifying the staff’s present and future requirements, determines their fringe benefits and nature of working condition, keep them united and committed at the work place (Musazi,2006). The managers and administrators of Jinja Municipality schools need to do something more than they have done to motivate their staff if performance in schools is to be maintained and improved.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter represents a description of how the whole research process was carried out. It focused on the key areas of which the researcher used in conducting the study such as the research designs, target population, sample size and sampling techniques, research tools, data collection method and data analysis methods.

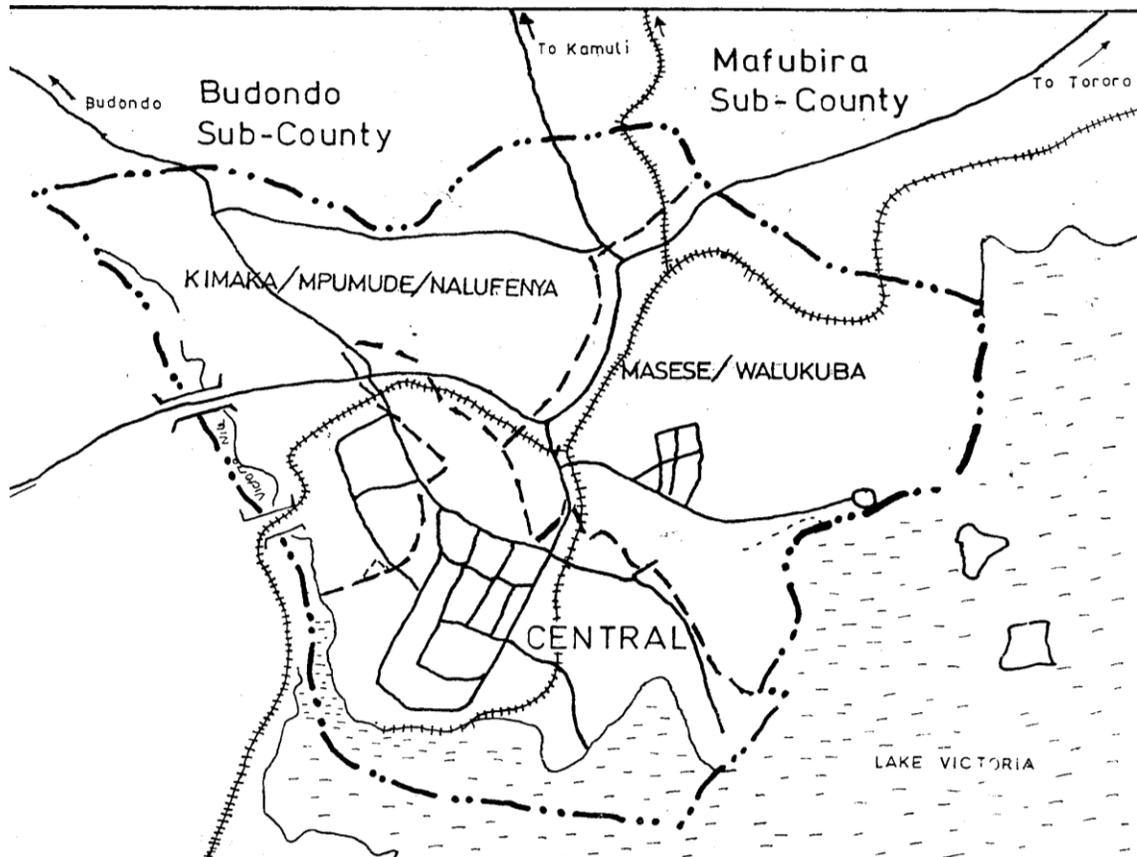
#### **Research Design**

The researcher used a descriptive-correlation design in the study process to establish the grounded facts regarding the motivational practices and teachers' performance in urban secondary school in Jinja district. The researcher employed open-ended and close-ended questionnaires. The rationale behind the choice of using descriptive-correlation design was that the researcher intended to describe the existing situation and establish the relationship that may exist between motivational practices and teachers' performance in secondary schools. A modified instrument target motivation for academic study scale by Usiki (2001) was used where some items were adapted, and was delivered into two parts. The first part required participants' demographic information like sex, age, class and name of the school, and the second part contained a five Likert Scale type.

#### **Location of the Study**

The study was carried out in Jinja District, Eastern Uganda, and in Busoga Region, Uganda. Jinja is small in area having three divisions, (Kimaka division, Central

division and Walukuba division). It is along River Nile and Lake Victoria in the West bordering with Kamuli in the North and Iganga and Mayuge in the East. Jinja is having the major features which contribute to Uganda as part of Africa. It lies on the highway leading to Kenya.



*Figure 3: Map of Jinja District*

### **Population of the Study**

Jinja District has 20 secondary schools of which are private and government schools. The target populations of the study, the researcher choose 19 head teachers, 25

deputies, 180 teachers in Jinja Municipality that had undergone a professional training course in the field of education. Most of those who had been in the field for more than 2 years were given a special consideration as professionalism was recognized and respected by the Ministry of Education. The targeted population was 225 teachers, deputies and head teachers.

### **Sample and Sampling Procedure**

The sample included nineteen (19) schools out of the twenty (20) schools which participated. The researcher used the elite and modest schools. Both male and female, 123 teachers, 19 head teachers, 24 deputy head teachers were given or considered for study. For the purpose of making inferential statistics, deductions and generalizations, the researcher used purposive sampling technique on head teachers and their deputies for they provide very useful, relevant information and their involvement and participation in administration is responsible for the teachers' performance.

Simple random sampling technique was used in the study in collecting data and information specifically from teachers, who comprised the majority in the teaching profession and their views, aspiration, feelings, attitudes and opinions were very important. All the respondents were given equal opportunity and independent chance of being selected.

**Table 2: Sample Size**

Sampling method	Respondents	Population	Sample	Reasons for the choice
Purposive	Headteacher	20	19	Give relevant information
Purposive	Deputy headteachers	25	24	Give relevant information
Simple random	Teachers	180	123	Convenient for large population
<b>Total</b>		<b>225</b>	<b>166</b>	

This was in line with Morgan and Krejcie table 1970 in determining sample size of targeted population (education and psychological measurement, 30, 60).

**Table 3: Sample of Research Participants**

No	Schools	Head teacher		Deputy head teachers		Teachers	
		Popn	Sample	Popn	Sample	popn	Sample
1	ST James Sec.Sch	1	1	1	1	10	6
2	Jinja Sec. School	1	1	4	3	22	18
3	PMM Girls Sec. Sch	1	1	1	1	10	6
4	ST Florence Sec. Sch	1	1	1	1	10	6
5	Jipra Sec. Sch	1	1	2	2	12	8
6	Masese Girls Sec.Sch	1	1	1	1	9	6
7	Mother Kelvin	1	1	1	1	8	5
8	Glory land Sec. Sch	1	1	2	2	10	6
9	Butembe Sec. Sch	1	1	1	1	9	6
10	Kirusa Sec. Sch	1	1	1	1	10	6
11	Mpumunde High Sch	1	1	1	1	9	5
12	Good Heart Sec Sch	1	1	1	1	8	5
13	Wakitaka Sec.Sch	1	1	2	2	15	13
14	Busoga Light College	1	1	1	1	7	4
15	Wairaka College	1	1	1	1	8	5
16	Kira High Sec Sch	1	1	1	1	7	5
17	ST Petters Sec. Sch	1	1	1	1	6	4
18	Jinja Modern Sec. Sch	1	1	1	1	5	5
19	ST Monica Sec. Sch	1	1	1	1	5	4

### Research Instruments

The main tool the researcher used to gather data was a self-constructed questionnaire. It contained both closed and opened-ended questions. The questionnaire was chosen due to the fact that it was more applicable and could gather information from a large number of people within a short time. At the same time it was cheaper and flexible using a questionnaire as it could provide accurate information. Section A handled

demographic characteristics of respondents, Section B motivational practices, Section C other factors and Section D the open ended items. The questionnaire was self-constructed and administered to all sampled participants, mainly; deputy head teachers, and teachers. Scores on questionnaire items were by using five Likert Scales as shown below.

**Table 4:** Mean Range of Likert Scale

Description	Mean Range	Scale	Interpretation
SA	4.50-5.00	5	Very high
A	3.50-4.49	4	High
UD	2.50-3.49	3	Moderate
D	1.50-2.49	2	Low
SD	1.00-1.49	1	Very low

The second tool of the study was the interview as relevant tools to collect data. The interviews were meant specifically for the head teachers. This was because they had key information that was needed for the study which the questionnaire would not give clearly such as performance of the teachers and motivational aspects that the questionnaire could not capture. Face-to-face interviews were conducted with the study participants, namely, the head teachers.

### **Validity and Reliability of Instruments**

In establishing the validity of instruments, the researcher, in consultation with the supervisors, cross checked the questionnaire items for consistency, relevancy ,clarity and ambiguity was done before the questionnaire were administered to the participants from urban private and public secondary schools that did not take part in the study. Besides, the researcher ascertained the instrument validity by calculating the content validity index

(CVI) by dividing the total number of valid items over the total number of the items in the questionnaire, which gave  $CVI=17/18=0.8$  implying that the tool is valid.

To ensure that the instrument was reliable the researcher made a pre-test of research tool, namely questionnaire, it was subjected to 20 respondents so as to establish its reliability. Using SPSS, scores on questionnaire items were measured by using Cronbach's Coefficient alpha for internal consistency on 19 questionnaire items. The instrument was reliable since the Cronbach's Alpha Coefficient was 0.70 or above.

### **Data Collection Procedures**

To facilitate adequate coverage at the research, the researcher obtained the letter from the Dean of Graduate Studies of Bugema University so as to be introduced to school administrators that participated in the study. The researcher took time to visit first and held discussions with the schools administration. The researcher used face-to-face interviews and questionnaires in collecting data from the primary source.

### **Data Analysis Method**

After the process of collecting data, the researcher analyzed the data by using a Statistical Package for Social Sciences (SPSS). By means of SPSS, descriptive statistics, namely; frequency, percentage, and mean were used to analyze scores on the research objectives one and two. Descriptive design concerns itself with describing situations as they were and hence, aimed at providing a description that is as factual and as accurate as possible. On the other hand, correlation research design helped to determine whether and to what degree the relationship existed between two or more variables. In reporting the study findings the highest percentage and mean were considered. Scores on research

objective three were analyzed by using Pearson Correlation to determine the relationship between motivational practices and teachers' performance in secondary schools.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **Introduction**

This chapter presents and discusses the findings which were presented based on the research objectives derived from research questions. After the presentation of the study findings, the study made recommendations thereupon.

#### **Demographic Characteristics of Respondents**

The total numbers of teachers from the secondary schools who received and returned the questionnaires were 103 respondents. In analyzing the demographic characteristics of the respondents the following items were considered; sex, education level, marital status and education level. Majority of the respondents were males, 62 (60.2%) while females were 41 (39.8%). This implies that more respondents were males. It was found that 52 equivalent to 50.5% of the respondents had 32 and above in terms of age, 35 (34.0%) had 26-31 years of age and only 16 had 20-25 years of age. It was also discovered that 66 (64.1%) were married, However, 7 of the teachers married had certificates, 33 (32.0%) were single, 3 (2.9%) were divorced. It was also discovered that 51 equivalent to (49.5%) of the respondents under study were degree holders followed by 41 (39.8%) diploma holders, 7 (6.8%) certificate holders and only 4 (3.9%) were Master degree holder. This implies that most of the respondents found in schools had Degree level of education as indicated in Table 6 shows below.

**Table 6:** Demographic Characteristics of Respondents

Items	Description	Frequency	Percent
Gender of the Respondent	Male	62	60.2
	Female	41	39.8
	Total	103	100.0
Age of the Respondents	20-25	16	15.5
	26-31	35	34.0
	32 and above	52	50.5
Marital Status	Single	33	32.0
	Married	66	64.1
	Divorced	3	2.9
	Others	1	1.0
Education level	Certificate	7	6.8
	Diploma	41	39.8
	Bachelors'	51	49.5
	Masters degree	4	3.9

### **Motivational Practices in Terms of Fringe Benefits and Nature of Working**

#### **Conditions in Secondary Schools**

The second study objective was to assess the extent to which motivational practices in terms of fringe benefits and nature of working condition are implemented among secondary schools in Jinja Municipality. To meet this objective, the researcher analyzed the application of two main motivational

practices in secondary schools of which the results are shown in Table 7 below.

The extent of motivational practices in terms of fringe benefits among secondary schools in Jinja Municipality had a grand high mean of 3.5631, this shows that motivational practices in terms of fringe benefits among secondary schools in Jinja municipality, was practiced more.

Motivation of teachers in schools depends on the availability of resources and the culture of the institution and this result in the statement or views that salaries do not have additions for productivity. In secondary schools, teachers get allowances in form of PTA's (Parents Teachers Association) which are allocated to each member of staff (teachers) depending on the duties performed, responsibilities held by each and sometimes after attaining an academic progress on excellent performance in school activities like sports and drama. Fringe benefits also differ from school to school and according to location. Most allowances include transport, PTA, medical staff development, duty, academic performance, and over load allowances. In private schools, these benefits are linked with seniority, closeness to the boss and to ones' performance. The more responsibilities, the more allowances paid to teachers.

As observed by Dessler (2003), fringe benefits paid to teachers provide a basis for achieving the set goals. Therefore, in institutions, managers and administrators often use fringe benefits as a means of improving on ones performance. However, these fringe benefits should be always paid after achievement is immediately ascertained or after work, if it is to have a meaningful impact. Fringe benefits in schools make teachers intrinsically happy more productive and committed. Therefore, recognizing them with high pay raises, words of praise, recognition, promotional opportunities improve on their behaviors and performance at the work place (Robbins, 2003:80). However, regardless of their pay, their existence and provision in time, creates a vivid and concrete reason for the teachers' stay and work for the organization.

On whether, fringe benefits improve on teachers performance, 98 teachers agreed that, allowances paid to teachers provide a basis for good performance while 18 disagreed

with the statement, (See table 7). In general analysis it was concluded that over 98 teachers agreed with the view (statement) meaning that teachers are universally motivated by fringe benefits when paid on time and on equity grounds.

On equity fringe benefits, (table 7) it was observed that, fringe benefits in schools are not uniform to all members and this varied from school to school and from individual to individual. This was in line with teachers' response where 56, disagreed with the statement and admitted that fringe benefits vary in their schools and among teachers while only 29 agreed with equity in pay of fringe benefits. As postulated by Robbins, (2003:81), employees with more responsibilities access more fringe benefits hence, more pay and an increase in ones material well being.

As postulated by Kyambalesa, (2000) managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, the researcher feels that through discussions and interactions with teachers, enable them to fully exhibit their potentials, become more committed, responsible and accountable at the workplace.

This is much linked with Victor's theory on what employees expect to gain from their inputs. When performance and expectations are high and motivation is very low, this reduces morale in them as well as performance (Maicibi, 2003:52). in most institutions, there is always a breach of psychological contracts by the management and this has created conflicts with their employees. What is promised is not practically put into practice. In most institutions, administrators do not give enough recognition to their members of staff regarding the schools' staff actual performances and lack information

on who performs what, when and to what extent. In schools, this demoralized the teachers' presence and performance at the work place.

Praising the best performers depends on the management's perception, availability of funds, culture of the institution and cost of living in which these institutions work. Therefore, the behavior of one's boss is the major determinant of job satisfaction and subsequently good performance of his employees. According to the research studies by Robbins, (2003) good performance in employees' arises when immediate supervisions are understanding and very friendly, listen to employees opinions, show personal interest in them and subsequently praises them for good performance.

Employees with more responsibilities have the opportunities of getting more fringe benefits than those with few responsibilities. This is in line with the research studies conducted in Chicago as quoted by Robbins, (2003:81) that workers with high levels of job satisfaction and performance had more attendance levels than those who did not. Therefore, attendance indicators are a characteristic of good performance in any institution of employees.

Other research studies in New York by Robbins, (2003) indicated that employees, who were unsatisfied with the job, had high absenteeism rate than those with job satisfaction and with many attendance levels. The findings concluded that employee satisfaction and performance are correlated with absenteeism. However, in Uganda's institutions, there is no significant difference with this study as the majority of the teachers conduct private business for a living, absentee themselves and collude with other members of staff not to perform. It is therefore, important to note that, the attainment of

results in any institution basically lies within the hands of the people of that organization, how they are motivated in terms of payments, (monetary and non-monetary rewards) for they all complement each other at the work place, enhance the achievement of the set goals and continued good performance of employees. Since the findings have revealed that there is poor performance on the side of the teacher and it has been observed that there exists motivation in terms of fringe benefits, there must be other factors which affect the performance of teachers other than motivation in terms of fringe benefits. These might be the political condition of the country, management policy, and many others.

**Table 7:** motivational practices in terms of fringe benefits among secondary schools

Items	Description	Freq.	Percent	Mean	Interpretation
Teachers are given allowances for additional responsibilities at school	Strongly disagree	5	4.9	3.7282	High
	Disagree	16	15.5		
	Undecided	5	4.9		
	Agree	53	51.5		
	Strongly Agree	24	23.3		
The school administrators make sure that teachers are recognized for the work well done	Strongly disagree	5	4.9	3.5146	High
	Disagree	19	18.4		
	Undecided	11	10.7		
	Agree	54	52.4		
	Strongly Agree	14	13.6		
Promotion is one of the factors the administrators does not take for granted	Strongly disagree	11	10.7	3.3010	Moderate
	Disagree	18	17.5		
	Undecided	17	16.5		
	Agree	43	41.7		
	Strongly Agree	14	13.6		
There are always occasions where teachers are praised/appreciated for the work well done	Strongly disagree	2	1.9	3.9903	Moderate
	Disagree	11	10.7		
	Undecided	2	1.9		
	Agree	59	57.3		
	Strongly Agree	29	28.2		
Allowances are always paid on equitable ground to all the teaching staff	Strongly disagree	16	15.5	2.7864	Moderate
	Disagree	40	38.8		
	Undecided	7	6.8		
	Agree	30	29.1		
	Strongly Agree	10	9.7		
Allowances are given to teachers promptly	Strongly disagree	14	13.6	3.0000	Moderate
	Disagree	34	33.0		
	Undecided	7	6.8		
	Agree	34	33.0		
	Strongly Agree	14	13.6		
Recognition at work improves on teachers' moral and commitment	Disagree	4	3.9	4.6214	Very high
	Undecided	1	1.0		
	Agree	25	24.3		
	Strongly Agree	73	70.9		
<b>Grand Mean</b>				<b>3.5631</b>	<b>High</b>

Legend:

Description	Mean Range	Scale	Interpretation
SA	4.50-5.00	5	Very high
A	3.50-4.49	4	High
UD	2.50-3.49	3	Moderate
D	1.50-2.49	2	Low
SD	1.00-1.49	1	Very low

## **Nature of Working Condition among Secondary Schools in Jinja Municipality**

The extent of motivational practices in terms of nature of working conditions among secondary schools in Jinja municipality had a grand mean of 3.5464, this shows that motivational practices in terms of nature of working conditions among secondary schools in Jinja municipality, was more practiced as indicated in Table 8.

According to Herzberg as quoted by Maicibi, (2003) the working conditions properly manipulated by the management and leadership hence, job satisfaction and subsequently motivation in employees.

The results from the study showed that the nature of working condition has an effect on teachers' performance. Some of these working conditions include housing conditions, terms of pay, how, when, hours of work, leave assurances, job security and pension assurance, empowerment, interpersonal relationships, medical and education (Maicibi, 2003:84) However, the provision of these working conditions, create more commitment to the staff is subsequent good performance. As conceptualized by Hertzberg, good working conditions create job satisfaction and motivation of employees and where such conditions lack, yield negative attitudes subsequently a fall in teachers' performance. Where conditions are good, friendly and conducive, employees feel proud of their institutions.

As postulated by Robbins (2003:85), teachers prefer physical working conditions which are not dangerous, prefer working close to home, in a clean environment with modern facilities and equipments for the teachers. This creates joy and excitement among the teachers at the work place, reduces demotivational factors, and promotes staff effectiveness, productivity as well as organizational efficiency (Maicibi, 2003:106). In

schools what is provided is still average and this has affected teachers' performance. As from the study on whether the nature of working condition for the teachers were adequate, majority of the teachers agreed with the statement that their school provided adequate working conditions however 37 disagreed. (See table 8)

As conceptualized by Herzberg, (2003) good working conditions create job satisfactions and motivation of employees and where such conditions are inadequate, yield into dissatisfaction of employees, others leave the organization and develop negative attitudes towards the organization thus affecting their performance at the work place. The same was confirmed by Musazi, (2003). When employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind.

Working conditions in institutions are very important to the way employees feel about where they work. Employees feel proud of their institution when conditions are conducive and friendly to the workforce. In institutions, they are more concerned with their work environment for both personal comfort and these facilities in doing a good job. Once they are provided to their staff, would enable them perform to their best, remain committed and interested in the job.

In similar development, Robbins and Maicibi, (2003) assert that "Most employees prefer physical surroundings that are not dangerous and uncomfortable, prefer working relatively close to home in a clean environment with modern facilities, adequate tools and equipments. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipments, chalk, textbooks and adequate furniture which

enable them to perform above average through experiments and teaching than those which do not. Therefore, the researcher feels that adequate equipments and healthy atmosphere are a prerequisite for job performance for a highly motivated workforce in the institution. In institutions, job satisfaction and good performance occur when there is joy and excitement among the employees at the workplace which vary in most schools. (Maicibi, 2003:97). Most jobs however, require constant social interactions and consultations with other workers in the organizations through seminars, workshops and others need formulated rules and family friendly policies which have resulted into a happier staff, reduced staff turnover and frequent absenteeism at the work place.

In institutions, having too much workload, being stretched beyond limits, having no clear understanding of what is unexpected of them, greatly demotivates and demoralizes the staff to perform. Such institutions usually find it increasingly difficult to retain and attract the most capable, motivated and resourceful employees. Frequent interferences also demoralize the staff and where these employees are dissatisfied, motivation diminishes. Employers therefore, make work challenging because their employees are motivated, when they realize the values, their work adds and their effects to others. The researcher, therefore, feels that minimum work load with limited supervisions, enable teachers to exhibit their potentials, measure their independences as well as their degree of participation in any activity.

Besides, Kyambalisa, (2000) observes that managers and administrators in institutions cannot achieve meaningful results through others unless they have the ability to induce them to invest their full energy time and commitment to attain higher levels of performance. Since the findings have revealed that the poor performance on the side of

teacher and it has been observed that there exists motivation in terms of working condition, there must be other factors which affect the performance of teachers other than motivation in terms of working condition. These might be the political condition of the country, Management policy, Culture, and many others.

Generally from the responses, it can be stated that the nature of working conditions determines the teacher's level of performance. In some schools, teachers prefer friendly policies, balance between work and leisure and all other fringe benefits. Where teachers enjoy adequate working conditions, teachers interact, socialize in formulating rules, instituting discipline, teaching, marking and in performing other school activities. Where there is tedious and demotivating nature on the jobs, teachers complaints increase resulting into high labor turnover. Manager and school administrators need to create a conducive atmosphere for employees to enable teachers' measure their independencies at their places of work, (Edward and Daniel, 199). As observed by Ssekamwa, (2001) feeling good at the work place is a recipe for job satisfaction and optimum job performance at the school.

**Table 8:** The nature of working condition among secondary schools in Jinja municipality

Items	Description	Freq	%	Mean	Interpretation
Our school provides adequate working condition	Strongly disagree	12	11.7	3.2039	Moderate
	Disagree	25	24.3		
	Undecided	8	7.8		
	Agree	46	44.7		
	Strongly Agree	12	11.7		
Interpersonal relationship is part of the school policies	Strongly disagree	5	4.9	3.6699	High
	Disagree	12	11.7		
	Undecided	15	14.6		
	Agree	51	49.5		
	Strongly Agree	20	19.4		
Most teachers have adequate atmosphere to operate in	Strongly disagree	9	8.7	3.1845	Moderate
	Disagree	26	25.2		
	Undecided	13	12.6		
	Agree	47	45.6		
	Strongly Agree	8	7.8		
The administration has clear and good relationship with the teachers in terms of communication	Strongly disagree	4	3.9	3.3883	Moderate
	Disagree	31	30.1		
	Undecided	6	5.8		
	Agree	45	43.7		
	Strongly Agree	17	16.5		
Teachers are given opportunities to express themselves about their feelings to the top management	Strongly disagree	13	12.6	3.0291	Moderate
	Disagree	33	32.0		
	Undecided	6	5.8		
	Agree	40	38.8		
	Strongly Agree	11	10.7		
The top administration makes sure that teachers participate fully in the schools activities	Strongly disagree	5	4.9	3.8641	High
	Disagree	12	11.7		
	Undecided	2	1.9		
	Agree	57	55.3		
	Strongly Agree	27	26.2		
The working conditions improve on the teachers' performance at school	Strongly disagree	1	1.0	4.4854	Very High
	Disagree	4	3.9		
	Agree	37	35.9		
	Strongly Agree	61	59.2		
<b>Grand Mean</b>				<b>3.5464</b>	<b>High</b>

The third research objective was to assess the state of teachers' performance among urban secondary schools in Jinja Municipality. The results on this objective are shown in table 9 below.

### **The state of teachers' performance among urban secondary schools in Jinja**

The state of teachers' performance among urban secondary schools in Jinja Municipality among secondary schools in Jinja municipality had a grand mean of 2.7378, this shows that teachers' performance among secondary schools in Jinja municipality, was low. As pointed by Evans, (1999:82) employees in institutions experience new challenges, face new situations which require adequate knowledge, skills and experience to succeed them. It is therefore, a challenging responsibility that must be handled with great care to suit with the existing situation. Mullins, (2002) observed that motivation is a necessary contributor for job performance but also other factors like knowledge and skills which are achieved through training in specific fields. In schools, the teachers' efforts would therefore, be wasted without the ability to perform which is achieved through training. Therefore, both theoretical and practical trainings are very pertinent for teachers in their effective performances at the workplace.

**Table 9:** the state of teachers' performance among urban secondary schools in Jinja Municipality

Items	Description	Freq.	Percent	Mean	Interpretation
Performance of teachers in terms of exams setting time	Very poor	8	7.8	2.8738	Moderate
	Poor	42	40.8		
	Moderate	14	13.6		
	Good	33	32.0		
	Very good	6	5.8		
Performance of teachers in terms of Scheme of work	Poor	30	29.1	3.0485	High
	Moderate	38	36.9		
	Good	35	34.0		
Performance of teachers in terms of record of work	Poor	42	40.8	3.1068	High
	Moderate	13	12.6		
	Good	43	41.7		
	Very good	5	4.9		
Performance of teachers in terms of Students report	Very poor	12	11.7	2.4272	Low
	Poor	50	48.5		
	Moderate	32	31.1		
	Good	3	2.9		
	Very good	6	5.8		
Performance of teachers in terms of Time management	Very poor	7	6.8	2.2330	Low
	Poor	77	74.8		
	Moderate	7	6.8		
	Good	12	11.7		
<b>Grand Mean</b>				<b>2.7378</b>	<b>Low</b>

**Legend:**

Description	Mean Range	Scale	Interpretation
SA	4.50-5.00	5	Very high
A	3.50-4.49	4	High
UD	2.50-3.49	3	Moderate
D	1.50-2.49	2	Low
SD	1.00-1.49	1	Very low

**The relationship between motivational practices and teachers performance in urban secondary schools in Jinja**

The fourth study objective was to establish the relationship between motivational practices and teachers' performance in secondary schools. Table 10 below shows the relationship between motivational practices and teachers performance in urban secondary

schools in Jinja. From the results got from the computation of correlation, it was discovered that there is a very weak relationship between motivational practices and teachers performance in urban secondary schools in Jinja at an r value of .106. Since the  $r^2$  is 0.0112, and the level of determination is 1.12%, motivational practices affect only at very insignificant level teachers' performance. The implication is that since motivational practices are practiced in secondary schools but still teachers' performance is low, therefore, there are other factors like monetary incentives and many others, which may be significantly affecting the performance of teachers in secondary schools.

**Table 10:** The relationship between motivational practices and teachers performance in urban secondary schools in Jinja

		Teachers performance	
Motivation Practices	R-Value	.106	ns
	P-Value	.288	
<i>Relationship is Significant at 0.05 N=103</i>			

The study findings did not support the hypothesis as there was no indication of a significant relationship between motivational practices and teachers' performance in secondary schools. As concluded earlier, the implication of the findings is that there are other factors that contribute to work performance of teachers in secondary schools besides motivational practices in terms of fringe benefits and nature of working condition.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This chapter refers to the organized, presented and analyzed data in the preceding chapters. The Summary and Conclusions are drawn from the discussed findings, in line with the objectives of the study.

#### **Summary**

The study was about motivational practices and teachers' performance in urban secondary schools. A sample 103 and 19 head and deputy head teachers were used. Descriptive co relational research design was used to analyze the objectives.

The general objective of the study was to assess the relationship between motivational practices and teachers' performance in urban secondary schools in Jinja.

In analyzing the demographic characteristics of the respondents the following items were considered; sex, education level, marital status and education level. Majority of the respondents were males, 62 (60.2%); 52 equivalent to 50.5% of the respondents had 32 and above in terms of age; 66 (64.1%) were married; and 51 equivalents to 49.5% of the respondents under study were degree holders.

The extent of motivational practices in terms of fringe benefits among secondary schools in Jinja Municipality had a grand mean of 3.5631, this shows that motivational practices in terms of fringe among secondary schools in Jinja Municipality, was more practiced.

The extent of motivational practices in terms of working conditions among secondary schools in Jinja municipality had a grand mean of 3.5464, this shows that

motivational practices in terms of working conditions among secondary schools in Jinja Municipality, was more practiced.

The state of teachers' performance among urban secondary schools in Jinja Municipality among secondary schools in Jinja municipality had a grand mean of 2.7378, this shows that teachers' performance among secondary schools in Jinja Municipality, was low.

From the result got by computing the scores to establish the correlation, it was discovered that there is a very weak relationship between motivational practices and teachers performance in urban secondary schools in Jinja. It was indicated that motivational practices are practiced, but still teachers' performance is low. Hence, this implies that there are other factors that cater for teacher performance in secondary schools.

### **Conclusion**

In conclusion therefore, the results of the study indicated that there is a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja.

As regards fringe benefits paid to the staff, it was found out that the fringe benefits of all types, when paid in time provide job satisfaction and subsequently good performance in schools. It was concluded that, the provision of fringe benefits have an effect on teachers' performance when paid on equity and on one's performance. Therefore, good performance in schools was linked to teachers' educational level, experience, performance indicators and allowances paid.

With reference to working condition, it was concluded that adequate working atmosphere instills high levels of commitment to the staff, job satisfaction, and subsequently good performance by the teachers. It was also found out that the nature of working condition reflects the teachers' behaviors as well as performance at the work place. The study, therefore, concluded that favorable working conditions were necessary in improving the employees' performance in any institution.

Still on working conditions it was concluded that adequate working atmosphere, instills high levels of commitment to the staff job satisfaction and subsequent good performance by the teachers. It was found out that the nature of working condition reflect the teachers' behaviors as well as performance at the work place. Good and adequate working conditions, enlisted good and desirable behaviors among the teachers and subsequently good performance by the teachers. Undesirable behaviors like absenteeism, late arrivals at school, poor performance, avoiding responsibilities, dodging classes, all reflect uncondusive working conditions. Therefore, the study concluded that favorable working conditions were necessary in improving the employees' performance in any institution.

And it was concluded that, adequate working conditions are prerequisite for good performance in all schools and this should be observed by all manager and school administrators. Good performance in all schools was therefore, linked to teachers' accommodation, adequate and timely payment of salaries and wages, availability of fringe benefits, equal treatment to all workers, regular attendance in workshops and seminars and other trainings under staff development programs, interesting work with

adequate facilities like textbooks, lab equipments and other instructional materials that would enable the teachers enjoy their work with autonomy.

In spite of the provision of fringe benefits and slight good working condition to teachers as the study findings showed, teachers' low performance is to a great extent influenced by other factors.

### **Recommendations**

Recommendations were based on the study findings and made to the key education stakeholders in the government of Uganda.

#### **To the Ministry of Education**

The study recommends the Ministry of Education (MOE) to send Universal secondary education grants in time and increase on funds. Since most schools are private and others government, some lack adequate funds to equip their schools with all necessary materials. More budgetary allocations from the governments are necessary in improving the welfare of teachers in schools like putting up teachers' accommodation. Once this is done teachers would prepare and organize their work in time, as it minimizes on distance, stress, late arrivals and escapisms from school, performing school duties.

The ministry of education should apply motivational practices when recruiting teachers to encourage the youth to join the profession.

The MOE through the local government should organize regular workshops, seminars, refresher causes for teachers to boost their morale and efficiency.

It should also look into teachers fringe benefits' and nature of working conditions as other civil servants like Doctors and Revenue Authority workers. It should also revise the policy of taxation on teachers' salary since their income is still little.

### **To administrators**

The administrators should provide flexible working atmosphere to employees to enable them balance work and leisure. To this end, family friendly policies, good and timely payments, job security, leave pays with a clean environment and minimum supervision leave a lot to be desired from teachers.

All administrators need to make all employees feel good and easy at the work place by paying these fringe benefits if performance is to be maintained. Therefore, recognizing the performance of their workers, knowing who performs what, when and how, is necessary so that rewarding them with allowances is done accordingly. They should also give some powers and authority to Deputy Head teachers and teachers, and always discuss the way forward with them.

Due to the drift in technology and management systems or practices, there is need for all educational managers to study the new management practices that suit both situations and their employees. This is true as every moment of time, employees and employers adjust to new life styles with different expectations.

### **To the Head teachers**

The head teachers should create good teacher relationship and give encouragements to their staff regularly. The head teachers should communicate and

interact with their staff freely and recognize teachers' good performance in order to motivate others.

### **To Interested Researchers**

The research recommends interested educational researchers to investigate further motivational behaviors of all employees in all places of work so as to meet the motivational needs of each employee. The interested educational researchers may also make investigation on other better ways through which teaching job in schools can be made flexible, innovative and enjoyable by increasing monetary incentives as well as other types of incentives that were not researched on in this study. They may as well research on nonmonetary benefits and the effect of high taxes on teachers' performance. There is need to compare the nature of working conditions in government aided secondary schools with those in other private secondary schools of similar status, in the same area and nationwide.

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## APPENDICES

### Appendix 1: Motivational Practices Questionnaire for Research Participants

#### TEACHERS' QUESTIONNAIRES

#### SECTION A DEMOGRAPHIC INFORMATION

(i) Tick the appropriate answer where choices given are applicable.

**1. Sex:**

(a) Male \_\_\_\_\_ (b) Female \_\_\_\_\_

**2. Age**

(a) 20-25 years (b) 26-31 years (c) 32 years and above

**3. Marital status**

(a) Single (b) Married (c) Divorced (d) Others

**4. Education level**

(a) Certificate (b) Diploma (c) Bachelors'  
(d) Masters degree

#### SECTION B: Motivational Practices

In this section questions will be rated by using Likert scale 1932 that uses for scales and these are as follows; 5=Strongly Agree **SA**, 4=Agree **A**, 3= Undecided **UD**, 2=Disagree **D**, and 1=strongly Disagree **SD**.

Please tick the appropriate scale cell for your answer

**Please tick the number that best describes your agreement with the statement**

	<b>Provision of fringe benefits to the teacher staff</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1	Teachers are given allowances for additional responsibilities at school					
2	The school administrators make sure that teachers are recognized for the work well done.					
3	Promotion is one of the factors that the administrators does not take for granted					
4	There are always occasions where teachers are praised/appreciated for the work well done.					
5	Allowances are always paid on equitable ground to all the teaching staff					
6	Allowances are given to teachers promptly					

7	Recognition at work improves on teachers' moral and commitment.					
	<b>Nature of working condition</b>					
8	Our school provides adequate working condition for teachers					
9	Interpersonal relationship is part of the school policies					
10	Most teachers have adequate atmosphere to operate in					
11	The administration has clear and good relationship with the teachers in terms of communication.					
12	Teachers are given opportunities to express themselves about their feelings to the top management.					
13	The top administration makes sure that teachers participate fully in the schools activities.					
14	The working conditions improve on the teachers' performance at school.					

**SECTION C: OTHER FACTORS**

Please, rate the influence of these factors in the table below on your performance. Note that there is no wrong answer among the options provided below: **1. Not at all (NA); 2. Sometime (S) 3 undecided (UD) 4 much (M) 5 very much (VM)**

	Items	NA	S	UD	M	VM
1	Government's policy on teachers performance					
2	Management Styles on teachers performance					
3	Political environments on teachers performance					

**FREE RESPONSES**

4. Please put a tick  $\surd$  in front of the appropriate option to rate the quality of motivation practices in your school:

\_\_\_ Very good, \_\_\_ Good, \_\_\_ Fair, \_\_\_ poor

5. With reference to the preceding question number 4, please, write a brief explanation of how you feel about quality of motivation practices in your school.....

.....  
 .....

6. Give suggestions regarding improvements in the implementations of these motivation practices , and teachers’ behaviors’ towards performance?.....  
.....  
.....

End-Thank you for your cooperation

**Appendix 2: Deputy Head teachers’/Head Teachers Questionnaires**

Dear respondent,

The researcher here under, is a student of Bugema University pursuing a Master of Arts in Educational Management. She is doing research as partial fulfillment for the award of a degree “on motivation practices and teachers’ performance in urban secondary schools”. The information you give will be used for research purpose and kept confidential.

**SECTION A: INSTRUCTIONS**

- (i) Tick the appropriate answer where choices given are applicable.
- (ii) Fill in the blank spaces, with answers you seem appropriate.

**1. Sex:**

- (a) Male                      (b) Female

**2. Age**

- (a) 20-25 years              (b) 26-31 years              (c) 32 years and above

**3. Marital status**

- (a) Single (b) Married (c) Divorced (d) Others

**4. Education level**

- (a) Certificate (b) Diploma (c) Bachelors'  
 (d) Masters degree (e) Other

**5. Position held in the institution**

SECTION B: Please rate the performance of your teaching staff based on the following factors. Using the following score rate: **5. Very good (VG); 4. Good (G); 3. Undecided (UD); 2. Poor (P); 1. Very poor (VP)**

	Items	V P	P	U D	G	VG
1	Exams setting time					
2	Scheme of work					
3	Record of work					
4	Students report					
5	Time management					

**SECTION C; Other factors**

6 Please indicate in the space below the factors which prevent the administration to implement the motivational practices

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

7 What can be done in order to improve on the performance of your teaching staff?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

8. What challenges do you meet as a head in implementing the motivational practices?

.....  
 .....

9. What are your suggestions regarding improvement in the motivation practices as well as the teachers responses towards these above practices?.....

.....  
 .....

### Appendix 3: Map of Uganda with Jinja district



*Fig.3. Admonistrative map of Uganda with Jinja district*

*Legend: the arrow points to Jinja district*

### Appendix (vii): Krejcie and Morgan's Sampling Formulae

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size  
 "S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970

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## SCHOOL OF GRADUATE STUDIES

July 29, 2011

To Whom It May Concern

RE: DATA COLLECTION

This is to certify that **NAIRUBA JUSTINE** registration number 09/MAE/007 is a student of Bugema University pursuing a MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

The purpose of this letter is to request you permit him carry out the research data collection for his research entitled "MOTIVATION PRACTICES AND TEACHERS PERFORMANCE IN JINJA MUNICIPAL SECONDARY SCHOOLS."

The research will be based on utmost ethical considerations and the findings will be for academic purposes and of benefit to the Community.

Any assistance extended to him is highly appreciated.

Sincerely,

Paul Katumba, PhD  
Dean, School of Graduate Studies



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MISSION: "To offer an excellent and distinctive wholistic Christian education designed to prepare our students through training, research and scholarship for productive lives of useful service to God and to Society with uncompromising integrity, honesty and loyalty."



# JINJA MUNICIPAL COUNCIL

EDUCATION DEPARTMENT

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EDU/154

2<sup>nd</sup> August 2011

The Dean,  
School of Graduate Studies  
Bugema University  
KAMPALA

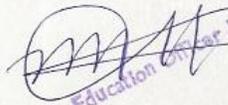
Dear Sir,

**RE: NAIRUBA JUSTINE**

This is to certify that the above was allowed to collect data in Jinja Municipal Council secondary schools on the topic "Motivation Practices and Teachers' Performance in Jinja Municipal Council Secondary Schools"

We wish her the best in her endeavours.

Yours Sincerely,

  
Education Officer Jinja Municipal Council

Mutakisa Moses  
**FOR: MUNICIPAL INSPECTOR OF SCHOOLS**

# JINJA SENIOR SECONDARY SCHOOL

P.O. Box 255, Jinja

Tel: 256-434121313  
Fax: 256-434 122562

Our Ref: JSS/ADM/37

Your Ref: ... ..



Date: 13<sup>th</sup> September, 2011

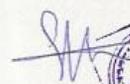
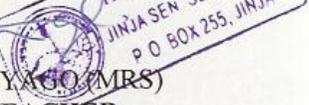
The Dean,  
School of Graduate Studies  
Bugema University  
KAMPALA

**RE: NAIRUBA JUSTINE:**

This is to certify that the above was allowed to collect data in this school on the topic: "Motivation practices and teachers performance in Jinja Municipal Secondary Schools".

We thank you for your cooperation and wish her good luck in her endeavours.

Yours sincerely,

*D.H.T Nyanjo*  
  
  
D.H.T NYANJO (MRS)  
HEADTEACHER

\*BY REVERENCE \* BY QUESTIONING \* BY SERVICE\*

1