

**TEACHER MOTIVATION AND JOB PERFORMANCE IN SECONDARY
SCHOOLS IN NAKAWA URBAN COUNCIL OF KAMPALA CAPITAL CITY
AUTHORITY**

BY

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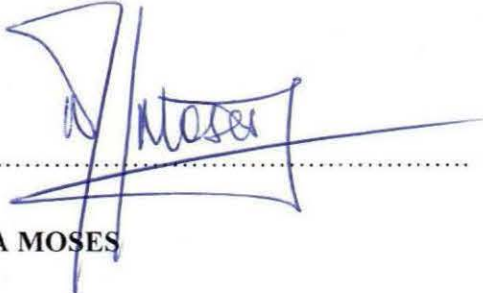
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**A DISSERTATION SUBMITTED TO GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTERS OF EDUCATION IN
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DECLARATION

I, **Eguma Moses**, declare that this research Dissertation entitled "*Teacher Motivation and Job Performance in Secondary Schools in Nakawa Urban Council of Kampala Capital City Authority*" is my original work and has not been submitted for any award in any University or institution of higher learning.

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APPROVAL

This is to certify that this research Dissertation entitled "*Teacher Motivation and Job Performance in Secondary Schools in Nakawa Urban Council of Kampala Capital City Authority*" by Eguma Moses is carried out under our supervision and is ready for submission with our approval.

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DEDICATION

I wish to dedicate this work to my parents Mr. Ejiku Joseph and Apia Chandiru who gave me all the support and prayers to reach the finishing line, my brothers, Steven, Aikoa, Robert, Amanyire and sister Joyce.

ACKNOWLEDGEMENT

To God be the glory and adoration for the opportunity and grace given to me to write this Dissertation.

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ABBREVIATIONS AND ACRONYMS

CVI	:	Content Validity Index
SPSS	:	Statistical Package for Social Scientists
VIE	:	Valence, instrumentality and expectancy
DEO	:	Divisional Education Officer
MEOSTS	:	Ministry of Education, science, technology and sports
USE	:	Universal Secondary Education
KCCA	:	Kampala Capital City Authority
UNEB	:	Uganda National Examination Board.

ABSTRACT

The study investigated teacher motivation and job performance in secondary schools in Nakawa Urban Council, Kampala Capital City Authority. The Objectives were, to examine the effect of career development on the teacher job performance in secondary schools, to assess the effect of working environment on the teacher job performance in secondary schools, to determine the extent to which monetary rewards affects the morale to perform in secondary schools in Nakawa Urban Council. The study employed Cross-sectional survey design. The target population of 325 respondents consisted of: 04 Head teachers, 112 teachers, 01 Divisional Education Officer (DEO) was used. The study was carried out among teachers in 4 Universal Secondary Education schools in Nakawa Urban Council of Kampala Capital City Authority. This study adopted purposive and simple random sampling techniques in selecting the sample for the study. The main data collection tools included semi structured questionnaires and interview guide this helped to gather quantitative and qualitative information and the responses obtained were coded and measured on a five-level Linkert scale. Data analysis was handled in Statistical Package for Social Scientists (SPSS) Software package version 21 to generate frequencies, percentages and charts from which description of the findings was derived. The study revealed that there exists a strong relationship between; career development, work environment, monetary rewards and teacher job performance. Three Recommendations were made and these are that: Schools should organize workshops and seminars for their staff for career development, Schools should also provide avenues for staff upgrading such as paid study leave, Schools should source for funds to pay allowances and bonuses to the teachers so as to supplement on the salaries

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study focused on examining the effect of teacher motivation on job performance in secondary schools in Nakawa Urban Council. This chapter consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, scope of the study, significance of the study and limitations of the study.

1.1 Background of the Study

Motivation can be anything that arouses an organism towards action for a desired goal. Motivation can be the reason for the action or that which gives direction to an action. The word motivation most likely comes from the word "motive," which stems from either the French *motiver* or the German *motivieren*. The word first appeared in English in 1904 (Pakde, 2013) The term of motivation derives from the Latin root which means Stimulate. Motivation is behavior; it isn't a thing or special event that can be observed directly. Motivation is a process that starts with a requirement or a physiological or psychological deficiency and the cause of activation of a behavior either to a target or encourager. Motivation is a set of processes that the reason of stimulate, orientation and maintaining human behavior towards achieving a goal(Pakdel,2013)

Korkaew and Rurkkhum (2012) Job performance refers to the work-related activities expected of an employee and how well those activities were executed. Job performance has been defined as the overall expected value from employees' behaviors carried out over the course of a set period of time. Korkaew and Rurkkhum (2012) divided performance into task and contextual performance. Task performance was defined as the effectiveness with which

job incumbents perform activities that contribute to the organization's technical core. Contextual performance was defined as performance that is not formally required as part of the job but that helps shape the social and psychological context of the organization. Contextual performance has been further suggested to have two facets: interpersonal facilitation and job dedication. (1) Interpersonal facilitation includes "cooperative, considerate, and helpful acts that assist co-workers' performance". On the other hand, (2) job dedication, includes "self-disciplined, motivated acts such as working hard, taking initiative, and following rules to support organizational objectives" (Van Scotter and Motowidlo, 1996: p.52)

Historical Perspective

The concept of motivation can be traced from ancient Greeks, Socrates, Plato and Aristotle ages. Plato believed in a hierarchy organized such as dietary component, the emotional and the rational. The ancient Greeks presumed three component, the body's desires, pleasures and pains (senses and efforts of will and spirit) in a hierarchical arrangement for the first theoretical justification of the motivational activities (Behnaz Pakdel, 2013)

The notion of rewarding employees for 'a job well done' has existed since the 19th Century when piece-work systems were first implemented to determine whether or not an employee deserves an increase in pay which helps to relate the employee's level of pay to their output level (Kotelnikov, 2010). Reward management is one of the Human Resource Management (HRM) strategies aimed at improving employee performance. Organizations seek to design reward management systems that enables the organizations to achieve strategic objectives (market share, financial resources, physical resources, productivity, innovation and action planning) and individual employees' goals (Zaherawati et al. 2011).

Worldwide, motivation traces its origin in the twentieth century prior to 1940's and 1950s among great state-owned enterprises that were failing. Privatisation was conceived as a way of using a financial carrot and stick mechanism to reform them. In Africa, overwhelmingly, the current belief is that the best way to get people motivated is by giving them financial threats and inducements. If competitive failure would be punished by the market, everyone non performing teacher would lose his/her job.

In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforcers. In this study, intrinsic motivation of teachers will be measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and control over others. Extrinsic motivation of teachers on the other hand, will be measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others (Adenyinka, Ayeni & Popoola, 2007).

After psychologists introduced these intrinsic needs, management scholars developed the important distinction between intrinsic motivation a hypothetical construct presumably residing within the person and intrinsically motivating tasks. Herzberg (1966) described tasks as intrinsically motivating when they are characterized by key motivators such as responsibility, challenge, achievement, variety, and advancement opportunity. With Herzberg as precursor,

Agwu (2013) identified task variety, task identity, task significance, autonomy, and feedback from the task as key task characteristics that generate internal motivation. More recently in

the psychology literature, intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy. According to Ahmad, Wasay & Malik (2012) perceptions of personal (as opposed to external) control satisfy these needs, and constitute the fundamental feature distinguishing intrinsically motivated behavior from extrinsically motivated behavior.

Theoretical Perspective

The study was guided by Vroom's (1964) Valency, Instrumental and Expectancy theory. Vroom's (1964) theory explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take. It also describes what organizations do to encourage people/teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs (Agwu, 2013).

Vroom's theory indicates that people constantly predict the likely future leading to expectations about future events. Motivation therefore, according to Vroom is a combination of value of perceived outcome, the belief that if I complete certain actions then I will achieve the outcome, and the belief that am able to complete the actions. According to Aktar, Sachu, & Ali (2012), Vroom theory argues that, the strength to act in certain way depends on the strength of the expectation that the act will be followed by a given outcome on the attractiveness of the outcome to an individual. It is a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome (Vroom, 1964). Thus a belief that hard work leads to quick promotion is an expectancy, which an individual can pursue to satisfy his needs. The theory assumes that teachers will be motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort will lead to increased performance (Depedri, Tortia & Carpita, 2010). This means therefore that

satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be a feedback. This theory will therefore be adopted to guide an assessment of the effects of motivation on Job performance in secondary schools in Nakawa Urban Council, Kampala Capital City Authority.

Conceptual Perspective

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Bennell, 2004). Teachers can be motivated using both monetary and non-monetary rewards. According to Agwu, (2013), Non-financial incentives are the types of rewards that are not a part of an employee's pay. Most types of non-financial incentives fall into four buckets: recognition (for instance award, and dinner with CEO), reward (for example gift cards and paid parking), opportunity (like mentorship program and chance to lead a team), and flexibility (such flexible working schedules and paid personal days). Effective non-financial incentives for employees reach out and touch the emotions to make the employee feel welcomed, appreciated, and valued. There are two basic types of rewards, financial and non-financial and both can be utilized positively to enhance performance behaviors of employees. Financial rewards mean pay-for performance such as salary, allowances, commission, tips, gratuities and pension. Non-financial rewards are non-monetary/non cash and it is a social recognition such as career development, conducive working environment, acknowledgement, certificate and genuine appreciation, reassignment, career advancement (Luthans2000).

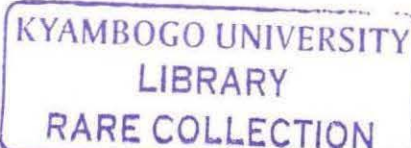
Motivation guides people's actions and behaviours toward achievement of some goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being

intrinsic or extrinsic in nature (Marjolein 2006). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and wellbeing (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others.

Oxford Advanced Learner's Dictionary defines performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Hornby, 2000). In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of; Adequate teaching preparation (schemes & lesson plans), Regular assessment of students, Participation in school activities (meetings, co-curricular activities), instructional materials, teaching methods, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Aside from the primary role of lesson planning and classroom instruction, teachers are taking on other roles in education. They are: working with politicians, colleagues, and community members to set clear and obtainable standards for our students, participating in the decision making that helps to deal with the problems that affect our students learning, mentoring new teachers and getting them ready to teach the youth of today, Assess and evaluate student's abilities (strengths and weaknesses), Prepare students for standardized tests, Communicate student progress to parents, Develop and enforce classroom rules, Supervise children during extracurricular activities(lunch, playground, etc.), Conduct in-class activities and Plan field trips. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom (Armstrong, Brown and Reilly, 2011).

Most teachers are paid an equivalent monthly salary ranging 100 to 150 dollars (Masaka District Teacher's Schedules of salary payment, 2007/2008). Using the School Facilities Grant (SFG), Government constructed teachers' houses. Buitenlandse (2008) reports that in 2005, approximately 25,000 teachers' houses were available for 124,000 teachers in government schools (including 6,300 houses that were under construction). Teachers' performance is very vital such that poor performance by teachers (lateness, absenteeism, laziness) can seriously compromise teaching quality, learning outcomes, and social development (Bennell&Akyeampong, 2007). Akiri and Ugborugbo (2009) stated that the quality of education depends on teachers as reflected in the performance of their duty.

Contextual Perspective



Nakawa Urban Council is one of the five administrative divisions of Kampala Capital City Authority. Secondary schools in Nakawa Urban Council believe that they can lead students out to a new place where even the educator has never been. Luzira SS, St. Kizito SS, Kololo SS, City high school among others believe there is a brilliant child locked in every School, what students lack in school is an intellectual relationship, call it conversation with the teacher. The responsibility of learning not only belongs to the students regardless of the age but also the teacher.

Nevertheless, Teachers often lack a strong, long term commitment to teaching as a vocation. The Divisional Education Officer of Nakawa, during Educational Week Sensitization programme, (2016) revealed that teachers were devoting less and less time to co-curricular activities, teaching preparation and assessing learners' performance. This has caused poor learners performance in both internal and national exams. The gravity of the problem is that less than 40% of the students attain first grade, second and third grade in UNEB exams while

over 60% excel in grade IV. There is urgent need to address the problem today rather than tomorrow because USE students who leave secondary education cannot either express themselves nor compete in the job market due to teacher's failure to perform their roles and duties diligently (Nakawa Educational Report, 2015). It remains a grey area to ascertain the extent to which career development, working environment and monetary rewards affect teacher job performance in Nakawa schools. Consequently, in Nakawa Urban Council, poor teacher performance is likely to be among the issues regarding the educational standards, attributing to high dropout and crime rates, unemployment and high illiterately rate.

1.2 Statement of the Problem

Although motivation enables teachers performance to determine the quality of education and attainment of set goals and objectives of secondary schools, teacher performance in the Universal Secondary Education (USE) schools, of Nakawa Urban Council of Kampala Capital City Authority is very low (MoESTS, 2015). This poor teacher performance has led to undesirable outcomes such as, Low commitment, low productivity, high student indiscipline, low student academic achievement in national exams, poor preparation of teaching materials especially lesson notes, lack of continuous learner assessment, general poor professional performance and bad image of Universal Secondary Education (USE). Kampala Capital City Authority (KCCA). Ministerial Policy Statement (2015) reports that in 2013, approximately 25,000 teachers' houses were available for 124,000 teachers in government schools (including 6,300 houses that were under construction). Government has improved the teacher pay roll management and increased teachers' salaries as a way of motivation. While there are several contributory factors affecting teachers performance in Nakawa Urban Council, motivational factors may be playing a major role (Nakawa Urban Council Education School Inspection Report, 2016). Hence, the need to conduct a study to

examine the effect of teacher motivation in terms of career development, working environment and monetary rewards on the Job performance in Secondary Schools in Nakawa Urban Council of Kampala Capital City Authority

1.3 Purpose of the Study

The main purpose of the study was to establish the effect of teacher motivation on the Job performance in Secondary Schools in Nakawa Urban Council of Kampala Capital City Authority

1.4 Objectives of the Study

The study was guided by the following specific objectives;

- i) To examine the effect of Career Development on the teacher job performance in Secondary Schools in Nakawa Urban Council.
- ii) To assess the effect of Working Environment on the teacher job performance in Secondary Schools in Nakawa Urban Council.
- iii) To determine the extent to which monetary rewards affects the morale to perform in Secondary Schools in Nakawa Urban Council.

1.5 Research Questions

The following research questions directed the study findings;

- I) what is the effect of Career Development on the teacher job performance in Secondary Schools in Nakawa Urban Council?

II) What is the effect of Working Environment on the teacher job performance in Secondary Schools in Nakawa Urban Council?

III) To what extent does monetary rewards affect the job performance in Secondary Schools in Nakawa Urban Council?

1.6 Scope of the Study

The scope of the study covers, subject scope, areas scope and time scope as well;

1.6.1 Content Scope

The study investigated whether teacher motivation affects job performance in Secondary Schools in Nakawa Urban Council of Kampala Capital City Authority. Motivation was measured by career development, working environment and monetary rewards. On the other hand teacher job performance was examined by looking at adequate teaching preparation (schemes of work, lesson plans), regular assessment of learners and full participation in school activities such as meetings, co-curricular activities).

1.6.2 Geographical Scope

The study was carried in particular Secondary Schools in Nakawa Urban Council of Kampala Capital City Authority. The schools were selected for study because of the decline in teacher job performance as reported by Kampala Capital City Authority, Nakawa Urban Council Education Inspection Report (2016).

1.6.3 Time Scope

The study covered a period of the Job performance for the past 3 years (2013 to 2015) because this is the period when many complaints about teacher motivation and performance

especially in secondary schools in Nakawa Urban Council of Kampala Capital City Authority seemed to be on increase.

1.7 Significance of the Study

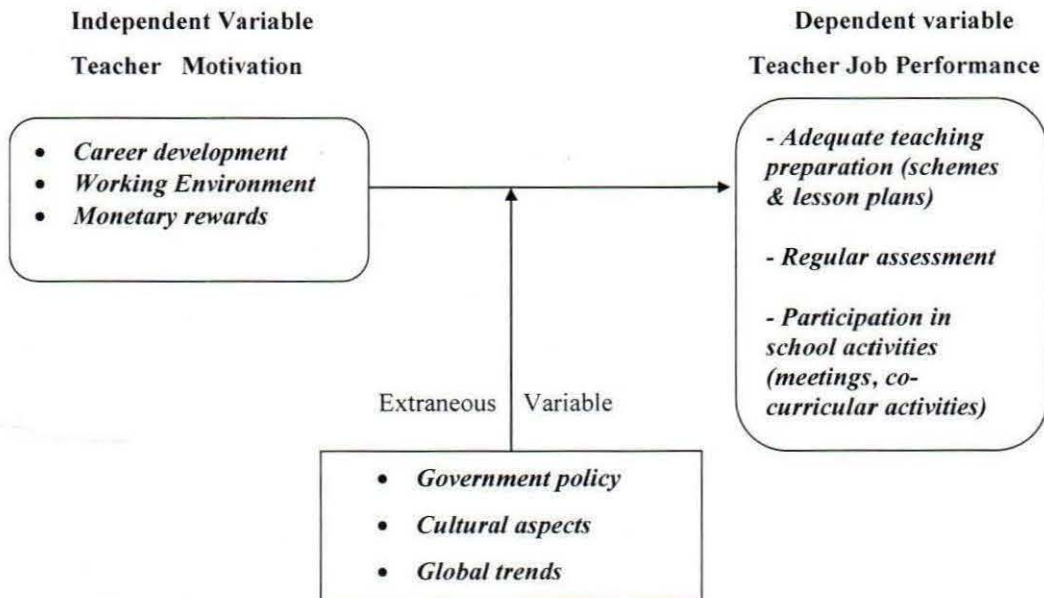
The study is of importance to the policy makers and secondary school administrators as it identifies major strategies to modify the behavior of teaching staff towards their job performance. It has in particular identified strategies that will help to improve teacher morale and working conditions, at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

The study is of help to the education administrators and managers in USE schools specifically among board of governors, parents and district education officer in Nakawa Urban Council in general and other educational stakeholders to identify different motivational factors that are responsible for their stakeholders to identify different motivational factors that are responsible for their teachers' performance, how to maintain and or improve upon such factors.

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

1.8 Conceptual framework

Figure 1: Conceptual framework illustrating the effect of teacher motivation on job performance.



Source: As modified by the researcher from Herzberg's two factor theory

The conceptual framework above shows that teacher motivation as the independent variable directly affects job performance which is the dependent variable. Figure 1 above further describes how Teacher motivation measured by Career development, Working Environment and monetary rewards affects job performance. Teacher job performance is measured by descriptors such as adequate teaching preparation (schemes of work, lesson plans), marking and participation in school activities. However, each of the constructs under teacher motivation directly influences the respective constructs under job performance. The extraneous variables such as Government Policy, Cultural aspects and Global trends are in place. However, they were held constant.

1.9 Definition of Key Terms

Non-monetary rewards- A non-monetary reward system is a way to reward someone without giving money. It is often used as an incentive or bonus system for employees, whose goal is to motivate, retain, and attract high-quality people to your workplace (Ballentine, McKenzie, Wipocki & Kepner, 2007).

Employee performance- The job-related activities expected of a worker and how well those activities were executed. Many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement (Appelbaum, 2000).

Monetary rewards- Monetary rewards are rewards that are given for an outstanding performance. They are important tools used by companies and even parents to act as incentives in motivating individuals to continue with their good work. They are sometimes more effective than non-monetary reward such as a simple thank you since one has tangible useful benefit for their hard work, (Ballentine, McKenzie, Wipocki & Kepner, 2007).

Agwu, (2013) defined employee recognition as the timely, informal or formal acknowledgement of a person's or team's behaviour, effort or business result that supports the organization's goals and values, and which has clearly been beyond normal expectations

Career development is an organized planning method used to match employee goals with the business needs of an organization (Armstrong, 2006).

Motivation can be anything that arouses an organism towards action for a desired goal.

Job performance refers to the work-related activities expected of an employee and how well those activities were executed

Performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature by different authors available on the motivation of teachers and performance. The information is a combination of extracts, paraphrased statements from textbooks, pamphlets, journals, magazines, websites, publications and other official reports related to motivation of teachers and performance. The literature is reviewed according to study objectives spelt out in chapter one.

2.1 Theoretical Review

Expectancy theory is also called cognitive theory. It emphasizes that actions most often is a result of rational and conscious choices and that this is the most fundamental in the human behaviour. Expectancy theory points out that people are motivated to work when they expect to attain what it is that they aim to attain through their work. The expectation in this context is a conception regarding the effects of work on reward wishes and how much this rewards means to you. Reward in this context is used in a very broad sense; it could be external rewards such as pay or things of material value as well as internal such as work satisfaction. What is special about cognitive motivational theory is that the action is considered to be controlled by notions and rational calculations concerning personal goal fulfillment (Kaufmann, 2005)

“Motivation is likely only when a clearly perceived and usable relationship exists between performance and outcome, and the outcome as seen s a means of satisfying needs” (Armstrong, 2005, p.74). This concept was first formulated by Vroom in his VIE-theory which stands for valency, instrumentality and expectancy. Valency means value and is an

important personal goal. It indicates how desirable the result of an action or activity is (Kressler, 2003).

Instrumentality means assistance or collaboration and is a milestone on the way to reaching the personal goal (Kressler, 2003). It is the belief that if we do something it will lead to another (Armstrong, 2005). Expectancy means expectation, prospect, hope and expresses how high the probability is that the milestone can be reached given the chosen action/activity (Kressler, 2003).

Motivation is likely if all these three values are positive (Kressler, 2003). According to Armstrong, motivation is likely when there is a clear and usable relation between and when the outcome is seen as a means of satisfying needs. This would explain why some extrinsic financial motivation works only if the link between action and reward is understood and the reward is worth the effort. It might also be seen as an explanation as to why intrinsic motivation from the act of working can be more powerful. These are controlled to a larger extent by the individuals who can use past experience as a reference and judge to what degree advantageous results are likely to be obtained as an effect of their behavior (Armstrong, 2005).

The theory suggests that the magnitude of the effort depends on the value of a reward and the perceived probability that receiving a reward depends on effort. Abilities which refers to the individuals' characteristics, e.g. intelligence, manual skills & know-how and Role expectations which refer to what the individuals' want to do or think that they are required to do. They are good, from the organizations perspective, if the individual perception corresponds to the organisations (Armstrong, 2005). According to Kressler (2003), it is

Vroom's belief that people make their choice of action depending on the possibility of success

Vroom's Expectancy Theory

Vroom suggested that individuals will choose behaviours they believe will result in the achievement of specific outcomes they value. In deciding how much effort to put into work behaviour, individuals are likely to consider three things; valence, instrumentality and expectancy.

All these factors are often referred to as 'VIE' and they are considered to influence motivation in a combined manner. Managers should therefore attempt to ensure their employees that increased effort will lead to higher performance which will hence lead to valued rewards (Ryan & Pointon, 2005).

The relevance of this theory to the study is that put up rewards (cash bonuses) that are supposed to be attractive so as to achieve a desired outcome which is employee performance. Thus employees have to exert effort in their work that will lead to a certain level of performance that is desirable by management, which will then result to a reward.

2.2 Review of Related Literature

2.2.1 Career Development on the Teacher Job Performance

According to Armstrong, (2006), a career is a related series of jobs in an ascending order of status and responsibility. Career development is an organized planning method used to match employee goals with the business needs of an organization. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and

job requirements. The most important requirement of career development is that every employee must accept his or her responsibility for development (Armstrong, 2006).

Career Development is the process by which employees strategically explore, plan, and create their future at work by designing a personal learning plan to achieve their potential and fulfill the organization's mission requirements. Career Development is also a means to sustain a vital and effective workforce through strategic succession planning. Career Development involves continual learning, seeking opportunities, taking risks, and finding ways to contribute to the organization in a productive and motivated manner. Career development programmes are important in ensuring continuous updating and upgrading of employees' knowledge, skills, attitudes and competence. According to Lee and Bruvold (2003), investing in the development of the careers of employees is central in the maintenance and development of skills, knowledge and abilities of both individual employees and the organization as a whole.

According to Hyun (2009), Career development is a non-monetary reward utilized in motivation of employees and improving their morale towards their day-to-day business in the organizations that they work for. The development of employee's careers as a form of incentive used in organizations has mostly been considered as an efficient method of employee compensation, hence attracting as well as leading to workforce maintenance.

Erbasi (2012), while supporting the individual effort perfective in career development also calls for organizational involvement in the career development of its employees. According to him, making it an individual's responsibility reduces employee commitment to the organization. It also reduces their motivation and may result in employee turnover (Puah and Anathram, 2006).

Employer support for Career development increases employee trust, job satisfaction, lowers turnover intentions and generally improves employer performance. Institutions of higher learning can support staff career development initiatives through supportive leadership, creation of opportunities for organizational learning, funding career development programmes, offering incentives to those undertaking career development such as promotion upon completion, allowing such employees to be on study leave and organizing forums such as seminars, workshops and conferences for them to disseminate new knowledge and innovations (Crawshaw, 2006; Tan, 2008; Park, 2010; Kuo, 2006).

Scholars such as Kamoche, Nyambegera and Mulinge (2004) argue that failure by organizations to systematically invest in training and development of its employees hurts industrial development and impedes improvement in labour productivity. There is therefore need for organizations to play a major role in supporting employees' career development programmes to ensure reciprocal good performance from employees.

Okumbe (2001) argues that the advantages to organizations of having employees who are pursuing careers (rather than holding ad hoc jobs,) are: Individuals might be motivated to work hard in order to further their careers; Employees have definite career targets at which to aim; Workers' loyalties to their occupations and/or employing organizations might be enhanced; Employees' competence will increase systematically over time; Management succession schemes can be drafted more easily and Career planning can be directly related to the firm's performance appraisal and management by objectives systems.

Okumbe (2001) further confirmed that the advantages to individuals for following a career include: Feelings of security resulting from the likelihood that his or her job opportunities will increase as the person's career progresses; Enhanced self-awareness resulting from being

forced to analyze personal strengths and weaknesses and the career options available; Acquisitions of useful experience as the employee selects jobs in organizations, departments, divisions, etc., that will best promote his or her career; Having a tangible long-term objective.

Armstrong (2006) argues that to plan a career a person needs to establish career priorities, closely observe the behavior and attitudes of individuals who have already succeeded in the field, select jobs which build on personal strengths and minimize the effects of personal weaknesses, obtain the appropriate training, and if possible find a 'sponsor' who is an existing senior manager in the occupation or organization concerned and who can assist and advise the junior person. Gubman Consulting (2002) noted that the individual must regularly monitor his or her career achievements and carefully analyze the reasons for any shortcomings. Okumbe (2001) and Armstrong (2006) further stated that some organizations provide career counseling to assist employees in these respects.

Pettigrew (2009), suggested that management development and career planning should be provided for managers, not just the ones who are considered promotable material. The promotable person concept focuses on one person out of ten - at best one person out of five. It assigns the other nine to limbo. Pettigrew further clarified that the people who need management development the most are those managers who are not good enough to be promoted but not poor enough to be fired. These constitute the great majority and they do the bulk of the actual managing of the business.

Ray (2002), says that the career development consists of training and development, leadership roles, and the reward system, affected significantly to the employee's performance, consist of quality of work, quantity of work, working creatively, effectiveness of work, and work completion on time. The results of this study showed that the higher the

career development of employees, tend to affect the performance of the worker becomes higher. The work is done because there are career development will make employees happy at work, so the impact on performance improved. Based on the descriptive analysis of career development variables, the average assessment of respondents' career development is good, it means that respondents considered that a clear career development will drive performance improved (Ray, 2002).

Murlis & Helen (2004), reveal that, career development consists of training and development, leadership roles, and the reward system, significantly affected to job employees satisfaction, consist of the work itself, supported working environment, and co-workers. The results of this study indicate that the better the perceived career development of employees, it will increase employee satisfaction as well. The work done because there is a feeling of satisfaction will make employees feel responsible, disciplined and obedient, proud as employees, feel proud and respectful to employer, and feel proud of the image of the office, (Murlis, & Helen, 2004).

Murphy (2007), argued that career development is a lifelong series of activities that contribute to the exploration, stabilization, success, and fulfillment of one's career. The effect of career development to work motivation in this research is that career development significantly influences employees' motivation. This means that the career development consists of training and development, leadership roles, and the reward system, significantly affected to the employee motivation which consists of responsibility, recognition, advancement, and achievement. The results of this study also indicate that the better the perceived career development of employees, it will increase the employees performance.

According to O'Hara (2011), Career development system is basically required to increase productivity/ performance of employees, prevent performance degradation and improve the quality of employees. Similarly, the effective career management can essentially reduce the mismatch between an employee with his role. Influence of career development to the performance in this research, that is career development have a significant effect to the employees performance in South Sulawesi provincial governor's office. After tested, it has been proven and acceptable significantly (O'Hara, 2011).

The development of careers for employees offers them new chances of learning, developing as well as to advance as relied on workers in an organization. Employees usually comprehend that they need continual growth, learning and developing new skills so that they can advance in all ways of their lives. The learning and advancing in new ways makes employees to be able to select the assignments to handle, and they are also capable of rising to new hardships everyday as they achieve their targets, (Gubman, 2008).

According to Agwu (2013) Career development is dispensable for implementing career plans. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. Leaders should give equal and fair training, development and higher career opportunities to all employees to maintain a pleasant working relationship among all employees (Aktar, Sachu, & Ali, 2012).

According to Kepner & Karl (2001), Career mapping tools are gaining prominence as a way to communicate and guide employees and their managers through productive discussions of career advancement opportunities and to facilitate development planning discussions. Career growth element is an important driver of employee engagement but neglected by many

employers, investing in employee's careers can also be a cost effective way of increasing employee engagement.

Dessler (2003) adds to the notion of career development and employee productivity when he emphasizes that those HRM activities that support employee development, promotion from within a career advancement should be devised to enhance employee motivation. Wayne (2006), notes that promotions help satisfy employee's needs for security, belonging and personal growth. Promoted individuals tend to increase their commitment; conversely those who are by passed for promotion feel they have not been treated fairly, their commitment decreases and their absenteeism increases.

2.2.2 Working Environment and Employee Performance

Woodruffe (2006) identified the working environment as one of those non-financial factors that is an important motivator of employee performance. In this study the researcher has identified the elements of working environment as: physical environment, flexible working hours, and supportive supervision.

According to Cummings (2008), characteristics of physical environment, such as the indoor climate (temperature, lighting and acoustics-hearing and being heard), air quality (humidity, draughts, and pollution-ventilation), office space, and work place lay out affects the performance of employees. He notes that favorable lighting, the functionality of modern furniture and high-tech ICT, comfortable chairs and attractive and stylish layout contributes significantly to positive employee performance.

According to Brill et al,(2001) on office employees identified some of the factors affecting employee performance as; work place comfort, enough space to put things, good relation areas, access to technology, quality lighting, temperature and air quality. To sustain the work

force, it's important to ensure a hazard free and safe environment. Managers should therefore ensure a safe working environment to enhance greater employee efficiency and productivity. Jobs must be designed in such a manner that musculoskeletal disorders do not happen. Tools and equipment must be designed with the worker in mind and for the job being performed. Mini-breaks or coffee/tea breaks must be given to employees so that body parts are not over exerted. Production quotas, excessive supervision, machine paced work rotation must be avoided so as to reduce musculoskeletal injuries. According to (Bonlander and Snell, 2004), flexible hours permit employees the option of choosing daily starting and quitting times, provided that they work a set number of hours per day or week.

Employees are given chance in scheduling their work. However, there is a "core period" during the morning and afternoon when all employees are required to be on the job. By allowing employees greater flexibility in work scheduling, employers can reduce some of the traditional causes of tardiness and absenteeism. Employees can adjust their work to accommodate their particular lifestyles and, in doing so, gain a greater job satisfaction. Employees can also schedule their working hours for the time of the day when they are most productive. From the employer's stand point, flextime can be most helpful in recruiting and personnel. It has proved invaluable to organizations wishing to improve service to customers by extending operating hours. Today's employees are being demanded by their friends, families, hobbies, sports, children as well as other activities. A schedule that is flexible or an afternoon off that is occasional is capable of helping workers in meeting some personal roles. Allowing work schedules that are flexible help in increasing the morale and the motivation of employees (Recognition Rewards Enterprises, 2007).

Work schedules flexibility implies distinct possessions to distinct organizations and distinct individuals. Work schedules that are alternative imply that workers can execute their duties on working days, weekends as well as in the evenings. There are various forms of arrangements that can be completed for work that is overtime, break time, shift work. Flexibility also implies the number of hours that employees have worked whether in terms of part time, sharing jobs arrangements or even full time work. Flexibility can as well mean seasonal work or phased retirements in the workplace for employees (Agwu, 2013).

Flexible work arrangements allow employees greater flexibility in how they get their jobs done. A common flexible work arrangement is the ability to telecommute for all or part of the workweek. Other such arrangements include the ability to cram 40 hours a day into a four-day period, take extended lunch breaks and make the difference in the afternoon or during weekends, and to split a full-time position between two people (Ballentine, McKenzie, Wipocki & Kepner, 2007).

According to Wipocki & Kepner, (2007), flexible schedules have a positive impact on employee performance. First, they lead to improved morale. Employees who are offered and use flexible work arrangements typically feel like they have a better work-life balance than those who are bound to an office Monday through Friday from 9 a.m. to 5 p.m. with a strict, one-hour lunch break. Employee morale is important because when employees feel good about their jobs and their employees, they create a good working environment for others. This can make the prospect of going to work a pleasant one, rather than a dreaded one.

Additionally, flexible hours enable better health for workers. Creating high-quality self-confidence helps in keeping stress levels at a manageable level, consequently; employees become happier and healthier. For organizations, healthier employees implies that only a few of them require sick days off or even medical leave, a phenomenon that normally leaves other

workers struggling to cover the work that was assigned for their absent contemporaries. On the other hand, employees who work at companies where morale is a problem sometimes experience depression and substance-abuse issues (Ballentine, McKenzie, Wipocki & Kepner, 2007).

Further flexible working time leads to increased productivity as asserted in Salman, (2010) study. Work arrangements that are flexible create a working environment that is appropriate for every worker. Whenever an employer shows commitment to help workers in achieving an appropriate balance between work and life, workers are often willing to work even harder so that the company they work for can achieve its goals. This may even prompt them to come outside their ordinary schedules if they are ever needed, and they take on supplementary projects, and basically work harder to perform their duties well. Most importantly, it leads to decreased employee turnover. This point is especially pertinent to employers, because advertising empty positions, interviewing potential job candidates and hiring new people to replace employees who leave can be quite costly. It's much more cost-efficient to simply retain existing employees.

Thomson (2008) and Vander Voordt (2004) all note that flexible time working hours can have a positive impact on the performance measures of reliability, quality and quantity of employee work. However, flexible work schedules may not be suitable for some jobs where for instance a work station must be staffed at all times. Secondly, it may create problems for managers in communicating with and instructing employees. Pettinger and Friths (1999), emphasized the role of supportive supervision to employee productivity when they noted that a supportive style of supervision, general sense of personal worth, importance and esteem in belonging to a group will lead to high performance.

Greerberg (2005) notes that job satisfaction is highest among employees who believe that their supervisors are competent, treat them with respect and have their best interests in mind. Similarly, job satisfaction is enhanced when employees believe that they have open lines of communication with their supervisors. Although the literature review has provided an understanding that the working environment affects employee performance, very little is understood about the influence of the working environment on employee performance in public sector.

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

Sansone and Harackiewicz (2000) noted that relatively, low levels of client trust and respect and inadequate levels of teacher accountability are key factors that have tended to lower the occupational status of teachers in many developing countries. He indicates that parental views about teachers are, in fact, often quite contradictory and even paradoxical. Parents generally know very little about education and schooling, which, in the past, has probably enhanced the public perception of role of teachers. However, lack of understanding and unrealistic expectations has led to frustration and negative stereotyping of teachers. Often

views of local schools which parents have had firsthand knowledge of are far more positive than perceptions of schools and teachers as a whole. This study investigated the effect of motivation on the performance of teachers in Nakawa Urban Council, Kampala Capital City Authority.

2.2.3 Monetary rewards and Teacher Job Performance

According to Heng (2012) and (Agwu, 2013) Monetary rewards include salary, pension schemes, allowances which include night, safari day, travel and special allowances among others.

Bala & Bello (2017) provide that monetary reward is a measure of influencing individual's drive to act towards desired direction. Monetary rewards comprised all rewards that have a monetary value and add up to total remuneration such as base pay, pay contingent on performance, contribution, competency or skill, pay related to service, financial recognition schemes, and benefits such as pensions, sick pay and health insurance (Armstrong, 2010). The importance of monetary reward cannot be over emphasized. Guajardo (2011) found that monetary rewards are the strongest incentive in Africa, especially salary increase or performance based rewards.

According to Armstrong (2010), pay structure is defined as the different levels of pay for jobs or groups of jobs by reference to their relative internal value as determined by job evaluation, to external relativities as established by the market rate surveys and, sometimes, to negotiated rates for jobs. This means that before an organization determine the pay level for every job, the job should be evaluated and compared to other related jobs in the labor market. An organization can decide to use a single pay structure for all the jobs in the organization or the

organization can also decide to design a separate pay structure for the different levels of management and the job ranks in the organization

Armstrong (2010) argued that monetary rewards are the core element in total reward. Similarly, a study conducted by Narsee (2012) found that monetary reward is the most important reward category. These findings cannot be far from the fact that people work so that they can satisfy their various needs and wants from the reward they get. Therefore, a good monetary reward package attracts not only competent workers and retain them, but also determine their commitments and attitudes towards work, and teachers in Kano State are not exception (Bala & Bello, 2017).

A study by Salman, Mohammed, Ogunlade, and Ayinla (2012) has found that majority of teachers and students have agreed that payment of poor remuneration, in terms of salary and allowances for teachers, affects their performance which as a result contributed greatly to students' mass failure. Thus, what is the effect of salary, allowances, and benefit as monetary reward package on teachers' performance in Public Secondary Schools Nakawa Urban Council?

Similarly, a study Njanja, Maina, Kibet, and Njagi (2013), concluded that monetary reward (cash bonus) has no effect on employee performance. Another study by Uzonna (2013), concluded that when it comes to bringing out the best performance of employees, growth opportunities and challenges, recognition and non-cash rewards are more effective motivators than monetary reward (fringe benefit, salary, bonus, pension, profit sharing, and performance pay). Therefore, existing literature offered no single definite conclusion on the nature of the relationship between monetary reward and teachers'/job performance (Aacha, 2010)

Furthermore, to the best knowledge of the researchers, existing literatures offered no empirical evidences on the direct effect of salary, allowances, and benefit as dimensions of monetary reward on teachers' performance and. Thus, the proposed conceptual model of this study extends the boundaries of the existing literature

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time traveling to schools. On this note, Artz (2014) cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many secondary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses. On the other hand, Bennell & Akyeampong (2007) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work. In light of the above situation, an investigation into the effect of extrinsic motivation on the performance of teachers in Nakawa Urban Council of Kampala Capital City Authority is necessary.

Brown, Callen, Robinson, (2016) observed that Salary usually connotes a set wage based on a set of expected duties to be performed. Hourly wages may fall under the category of salary and usually are based strictly on time spent on the job. A base salary or hourly guarantee provides employees with security, knowing they will receive at least a minimum pay for their time. Conversely, the safety net of a fixed salary can lead to satisfaction, with employees knowing they'll get paid no matter how much they produce. Pay raises based purely on time spent with the organization can be a disincentive for employees to improve, while salary raises based on performance encourage higher productivity. According to the New Vision

Pay raise awaits public servants Publish Date: July 26, 2014, by Samuel Sanya Public servants are set to reap big in the new financial year that starts in July. According to the national budget framework, staff in public service will get between 6% and 30% increment in salary, depending on their scale and work station.

Bett, Onyangu & Bantu, (2013) asserts that a reward in form of pay has a strong impact on the employees' performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (2010) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward.

Artz, (2014) in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

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Belfield and Heywood (2008) found performance-related pay was not associated with higher levels of job satisfaction. Guis (2013) conversely (but using a different definition of 'merit pay') found merit pay affected job satisfaction but also noted lower enthusiasm, lower importance given to teaching and effective teachers more likely to pursue better pay elsewhere. Other negative effects include working fewer hours and reduced participation in unpaid cooperative activities (Jones, 2013). There was no overall impact on student achievement (Goodman and Turner, 2009).

Allowances

Gohari, Ahmadloo, Baroujeni, & Hosseini pour, (2013) provides that allowances are elements of pay in the form of a separate sum of money for such aspects of employment as overtime, shift working, extra work done, housing and health these allowances are sometimes consolidated, organizations which are simplifying their pay structure may 'buy out' the allowance and increase base pay accordingly. According to the national budget FY2014/15, Public servants in hard-to reach and hard-to-live areas will also get a 30% hardship allowance. The budget framework notes that these workers have until recently started to get this allowance and, already, staff numbers in hard-to-reach areas are growing to 19,754 in 2012 from 14,000 and 5,754 in the previous years.

However, for this to be feasible, more revenue would be required for teacher salaries. Solomon and Podgursky (2001) argue that when teaching is rewarded based on outcomes, quality teachers can be moved to areas of low socio-economic status since these areas can be specifically rewarded. Different criteria can be used to determine rewards for different areas based on the socioeconomic, racial and gender demographics of the student population

Justine (2011) also positively suggests that by adding financial rewards to the compensation of employee for the sake of motivation can attract more geared workers to the organization. By other point of view, Njanja, Maina, Kibet, & Njagi (2013) also described that introduction of monetary rewards could gain extra efforts of the employee to that extent where the marginal value added is equal to the marginal cost paid for that additional work. This shows that financial incentives are some types of paid value to employees in return for their extra efforts. Negussie, (2014) showed a positive relation between employee engagement and rewards and firm performance

Yamoah (2013) provides for allowances that employees are entitled to which include travel allowances, consisting night allowance, lunch allowances, kilometrage, disturbance, settling-in-allowances, training allowance is another category of allowances, extra duty allowances is also a form of allowances and these include: duty, sitting and overtime allowance honoraria and another form of allowances provided to employees is foreign services allowance which consists of climatic clothing, children, education, holiday allowances. Although the literature review has provided an understanding that the allowances affect employee performance, very little is understood about the effect of allowances on employee productivity in public sector.

As Uzonna (2013) argue school-based rewards are a means of providing motivation by introducing clear goals to the whole school, and facilitating student achievement. While it is argued that teachers are not motivated by money, financial reward must have some influence on career choices for at least some teachers (Richardson, 2009). Some point out that past research suggests money has an influence on teachers' motivation and others argue money is one motivator among many (Bett, Onyangu & Bantu, 2013). Hence, it is argued a performance-based policy which involves a monetary component would attract teaching talent by providing rewards that motivate a large range of people.

Brown, Callen & Robinson (2016) observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non-teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers.

Naukrihub (2009), Defines Fringe benefits as those non-taxable payments or services which are provided by the employers in addition to basic pay for time worked. Fringe benefits include; payments for time not worked, security and welfare plans, employee service. Fringe benefits are elements of remuneration given in addition to the various forms of cash pay. Wright (2003) also includes items that are not strictly remuneration, such as annual holidays. He further divided the fringe benefits as personal security, financial assistance, personal needs, company cars and fuel, other benefits which improve the standard of employees such as subsidized meals, clothing allowances, refund of telephone costs, mobile phones and credit card facilities and other intangible benefits. In the Uganda's public sector the common benefits provided to employees are car, fuel, housing and security although limited to senior staff. Although literature provides for fringe benefits as form of reward the extent to which they enhance employee performance is not reviewed (Igbaekemem & Osa, 2014).

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

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

Ward, Penny & Read (2006) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Velnampy (2008) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However they conclude that if a teaching force is reasonably paid, and well-motivated, they can achieve much for the quality of education even against great odds.

Yamoah (2013) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non-monetary rewards are motivators to teachers. Similarly, Schermerhorn, Hunt & Osborn (2005) study agrees with this assertion, he stresses that professional allowances have great significance in motivating lecturers to do their work effectively. According to Bennell & Akyeampong (2007) rewards are among the most important factors which influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization. On the other hand, obtaining rewards sought operates to further his felt obligation to the organization and this commitment is strengthened.

According to Bett, Onyangu & Bantu, (2013), the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers. The factors were in line with the researcher's interest particularly remuneration and how it has affected teacher performance in secondary schools of Nakawa Urban Council, Kampala Capital City Authority

Similarly, Aacha (2010) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Ouma (2007) recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore from the above expression, financial rewards have greater effects than non-financial rewards on the performance of Secondary school teachers. From the literature above the study therefore will investigate the effect of motivation on job performance amongst Secondary school teachers in Nakawa Urban Council of Kampala Capital City Authority.

According to Bala & Bello (2017) the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Farrant 's argument is reflects the situation in Nakawa Urban Council of Kampala Capital City Authority where the Secondary school teachers have inadequate and at times poor accommodation, limited teaching and learning facilities amidst poor supervision and inspection. In addition there is a problem of poor remuneration reflected in inadequate salaries or low or little allowances for those teachers who are not on civil service pay roll. Consequently, poor working environment and low remuneration have

attracted few qualified (trained) teachers in the area and have contributed to low morale of teachers in general thereby leading to their low levels of their job performance.

2.3 Summary of identified gaps

The consequence of motivation on workers' performance on job has been proven in an empirical manner by authors who conducted previous studies. From the foregoing literature, scholars such as Bala & Bello (2017) have examined the relationship between motivation and teacher performance in both private and public primary and secondary schools. According to Lewis (2013), recognizing and praising workers are efficient ways of enhancing motivation, the behavior of employees in a school because of them being well thought-out as the most significant organizational rewards. In his study, Roberts (2005) asserted that letting employees to exercise their work freedom contribute positively to employee satisfaction, in turn boosting performance. Herzberg's two-factor theory also postulated that achievement; work itself recognition, responsibility, career advancement and growth are among factors leading to employee satisfaction, hence improved employee performance. According to Wipocki & Kepner (2007), conducive working environment has a positive impact on teacher performance. Most importantly, Dewhurst et al. (2010) concludes that there are other means to reward employees that do not just focus on financial compensation, some of them including the career guidance that employees are able to acquire from their managers, the opportunity to take on important projects or tasks, and even leadership trainings and attention. In all these studies, there lacks any in-depth assessment of the various types of motivation and the specific effect that each of the types of reward has on employee performance. This study is therefore intended to close the existing research gap via the assessment of the influence of recognition, career development, working environment on employee performance. It is evident most studies have been conducted from Kano State in

Nigeria, Masaka and Jinja District, Uganda, London, England, United State, Kenya, Ethiopia and among Manufacturing Firms but not secondary school teachers in Nakawa Urban Council-Kampala Capital City Authority. This therefore provided a basis for the study gap in relation to Career Development, Working Environment and monetary rewards among teachers in Nakawa as key areas for further research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used to conduct the study about “*Teacher motivation and Job Performance in Ugandan Secondary Schools: Nakawa Urban Council*”. It covers a description of the research design, population and sampling techniques, data collection, quality control, data analysis, study limitations and delimitations

3.1 Research Design

The study adopted a cross-sectional survey design. This design is considered appropriate for the study due to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Amin, 2005). Both qualitative and quantitative techniques will be used for the mutual validation of findings for the production of more coherent and complete picture of the investigation domain than a one method research can yield (Udo, 2006). Using a combination of qualitative and quantitative data can improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another. This will ensure that understanding is improved by integrating different ways of knowing.

3.2 Population and Sampling Techniques

3.2.1 Access Population

The target population of 325 respondents consisted of: 04 Head teachers, 112 teachers, 01 Divisional Education Officer (DEO). The study was carried out among teachers in 4 Universal Secondary Education schools in Nakawa Urban Council of Kampala Capital City Authority. The teachers that were considered are graduates, holders of diplomas and

certificates in education since these are considered to be qualified teachers. In addition, the schools selected in the Division. The aforementioned categories of participants were considered appropriate for this study because they had first-hand opinions, views and ideas regarding motivation and teachers' job performance. This is based on the fact that they are key actors in the instructional process in secondary schools in Nakawa Urban Council of Kampala Capital City Authority.

3.2.2 Sample

A sample is a part of the targeted population that is systematically selected to represent the whole population.

The sample size for teachers was determined using Krejcie, Robert V., Morgan, Daryle W., (1970) sampling table.

Table 1: Table 3.1: Sample size description

Category of Respondent	Population				Sample Size	Sampling Technique
	Schools					Cluster
	A	B	C	D		
Teachers	28	28	28	28	112	Simple random sampling
Headteacher /deputy	01	01	01	01	04	Purposive sampling
Divisional Education Officer	1				01	Purposive sampling
Total					117	

Source: Researcher's Sampling Scheme

3.2.3 Sampling Technique

Cluster Sampling was used to select four secondary schools in Nakawa Urban Council to participate in the study because the schools are located homogeneously within the division and are of grade two schools, having similar characteristics in terms of population (staff and students), they are mixed secondary schools having both female and male students and above all serving boarding and day students.

Simple random sampling was used to select teachers so that each teacher selected was given an equal chance of participation in the study. This helped in avoiding biasness and providing

relevant, accurate and adequate data for the study. The advantages of a simple random sample include its ease of use and its accurate representation of the larger population. The sample size for teachers was determined by the use of Krejcie and Morgan, (1970) table.

Purposive sampling was used to select head teachers and Divisional Educational officer because of their extensive knowledge about the variables under study and have wider exposure as well as experience about the relationship between teacher motivation and job performance in secondary schools. In principle they should also be having willingness to provide the information.

3.3 Data Collection

A number of tools were used during collection of data. Both primary and secondary data was collected and the major tools used included,

3.3.1 Instrumentation

(A) Self-administered questionnaire

A self-administered questionnaire was the major instrument that was used in data collection. Questionnaires were administered to 112 school teachers. This helped to gather quantitative and qualitative information regarding the teacher motivation and job performance in secondary schools in Nakawa Urban Council of Kampala Capital City Authority. In addition, Sekaran (2003) states that questionnaires are efficient data collection mechanisms where the researcher knows exactly what is required and how to measure the variables of interest, they are also less expensive and save time and they do not need much skills to administer them. The questionnaires comprised of both closed and open-ended questions formulated by the researcher. Rensis Likert's scale statement having five category response continuums of 5-1

was used, strongly disagree (1), Disagree (2) Not sure (3), Agree (4), Strongly agree (5) with **assertion.**

(B) Interview guide

The researcher conducted face to face interviews with four head teachers as well as one DEO. This was purposely intended to get detailed information (in-depth) about the effect of motivation on teacher performance. Interviewing helps to gather qualitative data to supplement questionnaires.

(C) Documentary Analysis

The main sources of secondary data to be obtained from the field include the following: school reports from Urban Council education office, teacher welfare committee minutes from secondary schools in Nakawa. While on the other hand secondary data for literature review was got from; Internet surfing, reviewing of magazines, newspapers, reports and publications, archive, census report, statistical abstracts and textbooks. Both qualitative and quantitative data was obtained.

3.3.2 Research Procedure

The researcher obtained an introductory letter from the Head of Department, Education Planning and management, Kyambogo University seeking permission to carry out the study in their respective schools. The researcher personally administered the questionnaires in the selected secondary schools. The researcher analyzed the available documents concerning teacher motivation and job performance.

3.4 Quality Control

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

3.4.1 Validity of Instruments

Validity refers to the extent to which research results can be accurately interpreted & Generated to other populations. Research tools were first prepared, presented to the supervisors who checked on their correctness. The supervisors' comments were used to improve the questionnaire by eliminating all errors. Pretesting of questionnaires also was done by administering questionnaires to 10 respondents within the target population but outside the sample this helped to identify the gaps and make modifications accordingly. The researcher ensured that questions were relevant in order to have meaningful and reliable results represented by variables in the study, (Mugenda and Mugenda 2005). The researcher used the formula below to establish validity of the research tool;

$$\begin{aligned}\text{Content validity index (CVI)} &= \frac{\text{agreed items by all judges as suitable}}{\text{Total number of the items judged}} \\ &= \frac{30}{33} \\ &= 0.90\end{aligned}$$

If the overall content validity Index of the instrument is equal 0.90 which is above the average acceptable index of 0.7 or above for the instrument to be accepted as valid (Amin, 2005).

3.4.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeat. Cronbach's Alpha coefficient was used to measure reliability of the instrument. According to Amin (2005) an alpha of 0.5 or higher is sufficient to show reliability the closer it is to 1 the higher the internal consistency in reliability, (sekaran2003). The questionnaire was pretested using respondents within Nakawa Urban Council secondary

schools and reliability was computed using statistical Package for Social Scientists (SPSS) and scores were evaluated.

To ensure reliability of quantitative data, the Cronbach's Alpha Reliability Coefficient for Likert-Type Scales test will be performed. In statistics, Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to Sekaran (2003) some professionals as a rule of thumb, require a reliability of 0.70 or higher (obtained on a substantial sample) before they use an instrument. Upon performing the test, the results that are above 0.7 will be considered reliable.

3.5 Data Analysis

3.5.1 Quantitative data Analysis

The quantitative data involves data from the questionnaires only. The raw data was cleaned, sorted and coded. The data coded was entered into the computer, checked and statistically analyzed using the statistical package for social scientists (SPSS) software package to generate descriptive Statistics. Descriptive analysis was applied to describe the primary variables and associated indicator item related to the study objectives. The results were presented in form of tables and charts then discussed in relation to existing literature, conclusions and recommendations were drawn in relation to the set objectives of the study.

3.5.2 Qualitative Data Analysis

Qualitative data was collected using interview guide during the discussion with the administrators and documentary review. Descriptive statistics was categorized and organized based on pattern, repetitions and commonalities into different themes and sub-themes using content analysis and substantiated using quotations, (Rwomushana, 2005). This kind of data

was interpreted by explanations and substantiated using open responses from the field. The data was analyzed based on study variables and information were recorded and summarized.

3.6 Study Limitations and Delimitations

Funds: The researcher had inadequate financial resources to cater for all the expenses that ought to be incurred. However, the researcher tried to mobilize as more funds as possible, to avoid extravagancy and debts. The researcher made a budget to suit his available finances.

Time factor: The research was affected by time constraint since the researcher had to carry out the study at the same time working and yet limited time frame was given for submission of a dissertation. The researcher thus established a system time schedule apportionment for the available time to the different activities accomplishments and ethically adheres to the work plan.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter entails data presentation, analysis, and interpretation. The purpose of the study was to establish the effect of Teacher motivation on job performance in secondary schools in Nakawa urban council. The findings of the study are presented following the objectives which were to; (i) examine the effect of Career Development on teacher job performance in Secondary Schools in Nakawa Urban Council, (ii) assess the effect of working environment on the teacher job performance and (iii) determine the extent to which monetary rewards affect the morale to perform in secondary schools. The analyzed results of the study are presented below.

4.1 Questionnaire return rate

Questionnaires were administered to 28 teachers in each of the four schools selected for the study. All the questionnaires administered were dully filled by the respondents and returned to the researcher; accounting for 100% return rate. The researcher personally delivered the questionnaires to the respondents and waited until they had been dully filled, which explains this high return rate. A response rate of 50% is deemed adequate for analysis and reporting, a response rate of 60% is good and a response rate of over 70% is very good (Mugenda, 2003). In addition, the Division Education Officer (DEO) and head teachers of the respective schools selected in the study were interviewed and their responses are in table 4.1.1 below.

Table 4.1.1 Summary of the respondents

Category of respondents	Administered instruments	Returned instruments	Percentage return
Teachers	112	112	100%
Head Teachers	04	04	100%
DEO	01	01	100%
Total	117	117	100%

4.2 Background characteristics of the respondents

The characteristics of the study population are summarized in this section. The major variables were, current position held in the school, age, gender, qualification, and period of employment in the school. The study was conducted on 116 respondents of which 112 were at the position of teacher and 4 were head teachers (see Table 4.2.1). In addition, 1 (one) Division Education Officer (DEO) was interviewed to re-affirm the opinions of the teachers and head teachers.

Table 4.2.1 Distribution of respondents by Sex, Experience and Educational level

Category of Respondent	Sex		Experience					Education Level			
	M	F	Below 1 yr	1-2 yrs	3-4yrs	5-6yrs	Above 6 yrs	Pst Grad	Dip	Degree	Others
DEO	1(100%)	-	-	-	1(100%)	-	-	1(100%)	-	-	-
H/T	2(50%)	2(50%)	-	3(75%)	1(25%)	-	-	4(100%)	-	-	-
Teacher	65 (58%)	47(42%)	10(8.9%)	23(20.5%)	13(11.6%)	21(18.8)	45(40.2%)	25(22.3%)	5(4.5%)	79(70%)	3(2.7%)

Source: Primary data (2017)

The study involved collecting data on gender of the respondents for comparison of motivational factors between sexes, whereas the study did not treat gender as a motivational factor. 57.8 % of the respondents were males while 42.2% were females as shown in table 4.2.1. These findings point to the fact the role of women in education has not yet fully gained momentum. Men still dominate in employment slots in the selected schools under study. This could be attributed to females being responsible for a lot of other family chores and are less committed in their formal duties in contrast to their male counterparts.

The researcher also presumed that the age diversity of the respondents would be of great significance to the study on grounds that age variations could impact on their commitment to job performance. In terms of age distribution of the respondents, the majority (41.38%) fell in the age group of above 41 years and only 9.48% were in the age group of 25 years. Age is significant in job performance as employees' competencies increase over time and this improves on their job performance. However, old age is associated with reduced enthusiasm to work therefore having more elderly workers can hinder job performance.

Further, the researcher believed that level of education would have an impact on individual teacher's commitment to job performance, having been conditioned by strong professional ethics and codes of conducts governing the profession.

Data on the qualification of the respondents was also collected and from the above table, it can be stated that the teaching staff in the selected schools are highly trained since 68.1% have attained education up to Degree level. This means that the teachers in the selected schools are able to teach better resulting in better performance. It also implies that teachers aim to attain high levels of education to build their confidence to teach and in preparation for prospects of job promotion.

The questionnaires also required that respondents to indicate the period of time they have served in their current stations. It was assumed that the duration of service in a particular learning institution would influence commitment to job performance. The findings show that the biggest percentage (38.8 %) of the respondents had served for more than 6 years at their current stations. Long period of service at the current station coupled with the majority of the respondents falling in the age group of above 41 years implies an experienced staff to deliver on the job. Only 8.6 % of the respondents indicated that they had been in the current stations for less than a year. In this respect, it can be argued that young teachers on probation tend to commit their time on assigned duties so as to be confirmed. Similarly, teachers at the verge of promotion also work hard to achieve the desired promotion. Long stay at the same station also implies high level of motivation otherwise teachers would transfer or opt out of the profession.

4.3 Objective one: Effect of career development on teacher job performance in secondary schools in Nakawa urban Council.

This section presents findings on aspects/statements of career development that respondents agreed with or disagreed with, as to be improving their job performance in the schools they are employed and therefore, several questions were presented to the respondents in the selected schools and the responses are tabulated in the table 4.3.1 below.

Table 4.3.1 Responses on Career Development and Teachers performance

No	Career Development	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
		F	%	F	F	%	%	F	%	F	%
1	Training teachers encourages superior performance	2	1.7	2	1.7	4	3.4	50	43.1	58	50.9
2	Career development through seminars encourages employee retention	2	1.7	10	8.6	14	12.1	60	51.7	30	25.9
3	My school organizes workshops to enhance teachers' performing abilities	0	0	2	1.7	6	5.2	64	55.2	44	37.9
4	Organising seminars to re-orient teachers on new pedagogical skills motivates teachers job performance	2	1.7	9	7.8	10	8.6	68	58.6	27	23.3
5	I have been able to attain higher qualification therefore am performing better	1	0.9	14	12.1	12	10.3	54	46.6	35	30.2
6	My school allows upgrading of staff to improve performance	7	6.0	11	9.5	21	18.1	50	43.1	27	23.3
7	Many teachers perform better because of career development	6	5.2	14	12.1	5	4.3	53	45.7	38	32.8
8	Career development does improve one's performance	3	2.6	8	6.9	18	15.5	53	45.7	34	29.3
9	The qualification level of the employee determines the teachers' performance	10	8.6	39	33.6	12	10.3	36	31.0	19	16.4

Source: Primary Data (2017). (F=frequency & %= percentage)

The respondents were asked to indicate whether training teachers encourages superior performance. From table 4.3.1 above, 50% of the respondents indicated that they strongly agreed, 43.1 % indicated that they agreed, 3.4% were not sure, 1.7% disagreed and 1.7% strongly disagreed with the view. It can therefore be deduced that the vast majority of

respondents in the selected schools believe that training orientations predisposed them to effectively perform in their teaching assignments. These findings also point to the fact that teacher training programs and institutions are necessary to prepare a motivated workforce ready to deliver on the job. These therefore suggest that teacher training encourages superior performance.

On the statement that career development through seminars encourages employee retention, the majority of the respondents that is 51.7 % generally agreed, and 1.7% strongly disagreed as summarized in Table 4.3.1. These findings imply that acquisition of useful skills and experiences through seminars helps to promote career growth. In addition, seminars build teachers love towards the profession and thus they remain on the same job for long. This also explains why the majority of the teachers in the study had stayed at their current stations for more than 6 (six) years.

The respondents were also asked to show whether their performing abilities are enhanced when their respective schools organize workshops for teachers. From 4.3.1, 55.2% of the respondents agreed, 37.9% strongly agreed, 5.2% indicated, not sure, and 1.7% disagreed. No respondent strongly disagreed with the statement. The findings further show that most teachers in the selected schools in this study prefer that their respective schools organize workshops as these enhance their work abilities. However, these findings also imply that some teachers, though few believe that they can still perform better at their work places even without workshops.

Another career development aspect that respondents were asked about was whether organizing seminars to re-orient teachers on new pedagogical skills motivates teachers to perform better on the job. As seen in Table 4.3.1, 58.6% of the respondents who were also the majority agreed, 23.3% strongly agreed, 8.6% indicated not sure, 7.8% disagreed and 1.7%

strongly disagreed. These results point to the fact that the respondents in the selected schools prefer to have new pedagogical skills through seminars as they would get motivated to perform better. It can also be noted that most teachers in the schools under this study are not contented with the old pedagogical skills they possess, so they yearn for new skills so as to remain relevant on the job.

On the statement that an individual teacher (respondent) was performing better because of attaining a higher qualification from, 46.6% of the respondents who are also the majority agreed, 2% strongly agreed, 10.3% indicated, not sure, 12.1% disagreed and 0.9% strongly disagreed as seen in Table 4.3.1. From these findings, high qualification is seen as a dream of most teachers. Teachers gain confidence to perform better at the job with a much higher qualification. No wonder in this study, the biggest percentage (68.1%) of the respondents had attained a degree level qualification which is considered high enough for one to have the confidence to teach in a secondary school in Uganda.

On the view of staff upgrading and performance improvement, Table 4.3.1 reveals that the majority of the respondents constituting 43.1% agreed that their performance improved when their schools allowed them to upgrade. 23.3% of the respondents strongly agreed with the view, 18.1% indicated, not sure, 9.5% disagreed and 6.0% strongly disagreed. These findings show that the administrators of the four schools under this study are aware of the need for staff career development through allowing their teachers to upgrade. The headteachers, basing on their responses when interviewed agree that upgrading is a motivational factor for teachers' job performance. This is also indicated in the high number of degree holders in these schools. However, these findings also indicate that some teachers (18.1%) are not aware of existence of such staff career development avenues like upgrading in their schools.

On the view that career development improves teachers' performance, Table 4.3.1 reveals that 45.7% respondents representing the majority, agreed, 29.3% strongly agreed, 15.5% indicated not sure, 6.9% disagreed and 2.6% strongly disagreed with the view. The results imply a general consensus among the teachers in the schools under study that career development is crucial for better performance although some relatively small percentage of the teachers were partial about the idea of career development.

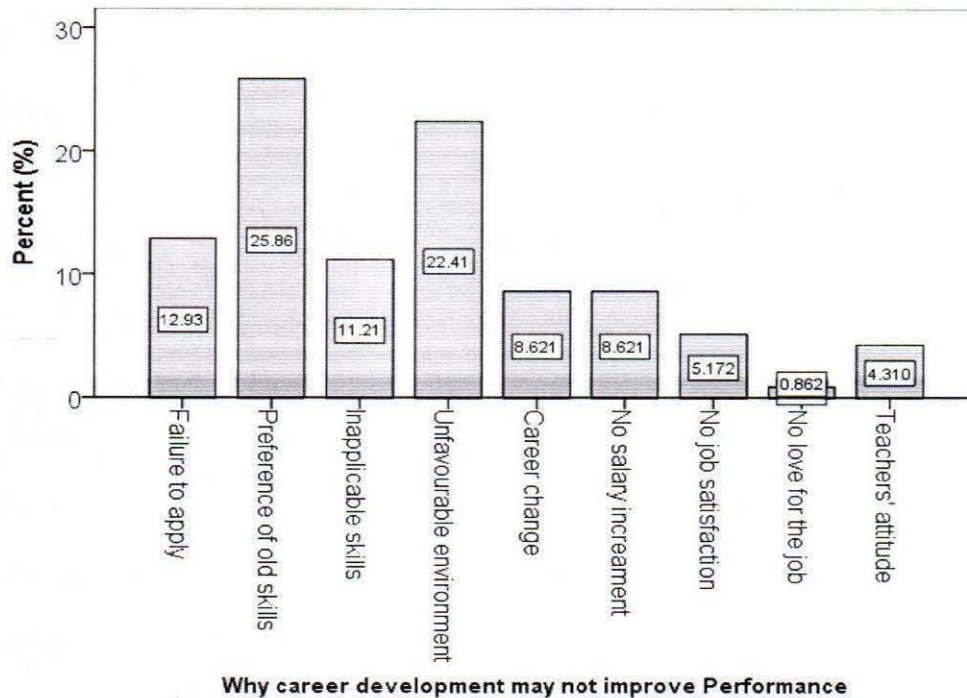
Apart from the generalized contribution of career development to teachers' performance, the respondents were also asked to comment on the statement that career development improves on an individual teachers' performance. From table 4.3.1, results indicated that 45.7% of the respondents agreed, 32.8% strongly agreed, 12.1% disagreed, 5.2% strongly disagreed and 4.3% indicated not sure. Just like career development improves the performance of teachers in general; it also improves that of an individual teacher according to these study findings.

On the question of whether level of qualification determines teachers' performance, respondents disagreed by 33.6%, 8.6% strongly disagreed 31.0% agreed, 16.4% strongly agreed as seen in Table 4.3.1. From these results, it can be stated that the teachers in the selected schools contend that teachers' performance is related of the level of qualification. However, these results contradict with the findings on the view that an individual teacher in the selected schools was performing better because of attaining a higher qualification; onto which the majority of the respondents agreed with. On the other hand, respondents seem to consider the fact that a teacher's performance is determined by different factors apart from level of qualification

The respondents were also asked to give their opinions on what they think makes career development fail to improve teachers' performance in the selected schools. A diversity of

ideas was presented by the respondents. These were tabulated and coded to extract frequencies and percentages as shown in figure 4.3.1 below.

Figure 4.3.2: Responses on why career development fails to improve teacher performance



Source: Primary Data (2017)

From figure 4.3.1 *above*, the majority of the respondents, that is, 29.9% opined that, preference of old skills is the main reason why career development may not improve teachers' performance. 22.4% of the respondents pointed out unfavorable work environment, 12.9% said failure to apply the newly acquired skills, 11.2 % said it is because of inapplicable skills, 8.6% cited career change and no salary increment by 8.6%, 5.2% No job satisfaction, 4.3% indicated Teachers' attitude and 0.9% no love for the job.

During interviews with the headteachers of schools A and B on 3rd and 4th August, 2017 in regard to effect of career development on teacher job performance in secondary schools in Nakawa urban council.

The headteachers noted that training teachers, organizing seminars, workshops, staff upgrading and staff re-orientation has positive effect on teachers by improving on their skills, confidence and opens doors for promotion to next level.

Futher still all headteachers were able to site the major reasons for failure of career development as unfavorable work environment, inapplicable skills, failure to apply the newly acquired skills, career change, no salary increment, and negative teachers attitude towards job performance.

4.4. Objective two: Effect of working environment on teacher job performance in secondary schools in Nakawa Urban council.

The second objective was to assess the effect of working environment on the teacher-job performance in secondary schools. The tasks under this objective involved analyzing elements of teachers' working environment in relation to job performance to answer the question; ten statements were evaluated and the responses are presented in form of frequencies and percentages as seen in table 4.4.2 below.

Table 4.4.2: Responses on working environment and Teachers' performance

No	Working Environment	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
		F	%	F	%	F	%	F	%	F	%
1	My school lacks sufficient library space to display instructional materials which affects teachers job performance	46	39.7	37	31.9	5	4.3	22	19.0	6	5.2
2	Laboratories and workshops for practical skills do not allow effective teaching	52	44.8	50	43.1	4	3.4	8	6.9	2	1.7
3	Inadequate sitting facilities in classrooms distorts teachers' ability to conduct a job	13	11.2	18	15.5	3	2.6	58	50.0	24	20.7
4	Compound provides conducive atmosphere for the teachers' job at school	1	0.9	14	12.1	7	6.0	55	47.4	39	33.6
5	Noise does not allow teachers to ear nor be heard which distorts feedback	11	9.5	13	11.2	4	3.4	38	32.8	50	43.1
6	Providing walled and secured environment permits effective learning	6	5.2	10	8.6	7	6.0	45	38.8	48	41.4
7	Our classes are too small and congested to allow conducive teaching and learning	29	25.0	47	40.5	10	8.6	15	12.9	15	12.9
8	My school provides housing so I can perform better	31	26.7	24	20.7	11	9.5	34	29.3	16	13.8
9	Where I live with my family is very good so I perform better	13	11.2	28	24.1	21	18.1	37	31.9	17	14.7
10	My house makes me an academic giant	21	18.1	40	34.5	20	17.2	25	21.6	10	8.6

Source: Primary data 2017.(F=frequency & %=percentage)

The first aspect of the working environment to which respondents were asked to agree or disagree with, was, whether their schools lacked sufficient library space to display instruction

materials and therefore affected teacher's performance. From the table 4.4.2 indicates that the majority of the respondents that is 39.7 % strongly disagreed with the view, 31.9% of them disagreed, 4.3% were not sure, 19.0% agreed and 5.2% of them strongly agreed. These results drive to the point that at least the proprietors of the schools under this study realize the importance of not only having libraries but also sufficient space in these libraries for learners' personal study so the teachers' task is reduced thus motivated to perform on the job.

Another element of teacher-working environment that the respondents were asked about was whether laboratories and workshops for practical skills do not allow effective teaching. From Table 4.4.2, the majority 44.8% of the respondents strongly disagreed, 43.1% disagreed, 3.4% indicated not sure, 6.9% agreed and 1.7% strongly agreed. From these findings, it can be stated most of the teachers in the selected schools consent to the fact that providing laboratories and workshops is very necessary in the teaching and learning process. These would provide an enabling work environment for practical teaching and learning thus motivating the teacher to work towards achieving the intended objectives that is Knowledge and skills transfer to the students.

On the statement that inadequate sitting facilities in class-rooms distort teachers' ability to conduct lessons, Table 4.4.2 indicates that 50% (58) of the respondents agreed; forming the majority, while 20.7% strongly agreed, 15.5% disagreed, 11.2% and 2.6 % indicated not sure. What is noted with concern with these findings is that; since the biggest percentage (70.7%) of the respondents were on the side of agree, it can be stated that inadequate sitting facilities in class rooms distorts the teaching process to a large extent. In addition, these findings also imply that teachers would only be comfortable and motivated to perform in class rooms with adequate space and where every learner in the classroom is sited or has got a sit.

Respondents were also asked to indicate whether large compound provides conducive atmosphere for the teacher's job in the school. The biggest percentage (47.4 %) of the respondents agreed with the view. 33.6% strongly agreed, 6% were not sure, 12.1% disagreed, while 0.9% strongly disagreed as shown in Table 4.4.2. From these findings, it is imperative to note that most teachers in the schools selected in the study prefer to work in schools with big-enough compounds. Since this study was conducted in schools within an urban setting where space is limited due to the fact that land is needed for other competing urban development needs it is obvious the schools have limited compound space that teachers desire to have. This implies that big compounds are a big motivating factor for teachers' better job performance. Large school components are part of the work conditions preferred by most workers not only in the school setting.

Respondents were also asked to give their responses on the statement that, "noise does not allow teachers to hear nor be heard which distorts feedback in the work environment". The majority of the respondents representing 43.1% strongly agreed, while 32.8% agreed, 3.4% were not sure, 11.2% disagreed and 9.5% strongly disagreed with the view as shown in Table 4.4.2. These findings point to the fact that a noisy teacher-working environment is a hindrance to the teaching and learning process and therefore a big demotivating factor to the teachers' better job performance.

The respondents were also asked to comment on the statement that providing walled and secured environment permits effective learning. The results shown in Table 4.4.2 reveal that the respondents strongly agreed by a majority (41.4%) that providing walled and secured environment permits effective learning. 38.8% of the respondents generally agreed with the idea, 6% indicated not sure, 8.6 % disagreed while 5.2% strongly disagreed. These findings imply that a physically secure environment is a concern for most teachers. It also means that

teachers are concerned with not only their security but also that of those being taught and that providing such protection motivates teachers to get committed to their job.

Responses on the view that respondents' schools' classes are too small and congested to allow conducive teaching and learning indicated that, 40.5% disagreed, 25.0% strongly disagreed, 8.6% indicated not sure, 12.9% agreed and 12.9% strongly agreed as shown in Table 4.4.2. The findings point to a direction that the schools selected in the study have got adequate space in their classes because the proprietors know that this provides a conducive environment for learning and teaching.

On the aspect of school housing and performance, majority (29.3 %) of the respondents agreed that their schools provide housing so they perform better, 13.8% strongly agreed, 9.5% were not sure, 20.7% agreed and 26.7% strongly disagreed as revealed in Table 4.4.2. These findings relate to the fact that providing housing for staff motivates them to perform better at their jobs as it reduces on their rent expenditure that can be used to meet as need hence building a sense of self sufficiency through personal development.

Similarly, the respondents were asked to comment about where they live with their families in relation to their job performance. Table 4.4.2 reveal that majority of the respondents (31.9%) agreed that where they live with their families was good therefore they perform better, whereas 14.7% strongly agreed, 18.1% were not sure, 24.1% disagreed and 11.2% strongly disagreed. These results are indicative of the motivational effect associated with living in a better home with family, on ones' performance on the job. The findings also show that most teachers would wish to stay with their families. However, the results on this aspect could have been due to the fact that most people don't want to depict their discontent with where they live therefore most of them couldn't say the live under poor home conditions with their families.

When the respondents were asked whether owning a house makes them academic giants, 34.5% of them disagreed with the view, 18.1% strongly disagreed, 17.2% were not sure, 21.6% agreed, while 8.6% strongly agreed as shown in Table 4.4.2. From these findings imply that there is no positive relationship between personal house ownership and teacher job performance as most teachers implied in their responses that they are not academic giants because of owning personal house. The results also mean that no matter the status of house ownership where they stay, they can still perform better as long as the resident is good enough for them and their families.

Interview results from one headteacher of school B held on 4th August 2017 about effect of working environment on job performance indicate that,

. “Headship involves encouraging teachers to conduct teaching and learning effectively. She added that working conditions such as spacious classrooms, access to technology and good working relations positively motivates teachers. Likewise if the working condition is bad, it negatively affects teacher performance. In terms of improving staff welfare which covers accommodation, feeding and transport refund. The headteacher further said that improving the teachers working environment per year would entice them to discharge their roles more effectively and equipping the laboratory and stocking the library with books would improve performance.”

The headteachers were able to site some of the challenges in sourcing sufficient funding to rebuild school old infrastructure, purchasing enough teaching and learning materials.

4.5. Objective three: Extent to which monetary rewards affect the morale to perform in secondary schools in Nakawa urban council

The tasks on the third objective in the study were aimed at establishing the extent to which monetary rewards affect the morale of teachers to perform. The aspects probed were those related to salaries and allowances which respondents agreed or disagreed with as to which ones raise their morale to perform at their work. Their responses were also rated on a 5 level Linkert scale, and the findings are presented in form of frequencies and percentages in table 4.5.1 below.

Table 4.5.1 Responses on salaries and allowances and Teachers performance

No	Salary and Allowances	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
		F	%	F	%			F	%	F	%
1	My salary is paid on time	14	12.1	28	24.1	8	6.9	45	38.8	21	18.1
2	I feel motivated to work because of a high salary	29	25.0	46	39.7	14	12.1	20	17.2	21	18.1
3	Allowances and Bonuses make me perform better	2	1.7	19	16.4	8	6.9	57	49.1	30	25.9
4	Transport and extra duty allowance helps me build loyalty and work excellence	4	3.4	15	12.9	10	8.6	52	44.8	35	30.2
5	I am satisfied with the bonus accorded to me	30	25.9	41	35.3	17	14.7	23	19.8	5	4.320
6	Extra load is paid for at school	20	17.2	13	11.2	13	11.2	52	44.8	18	15.5
7	I am paid for being the best teacher at school	42	36.2	50	43.1	13	11.2	7	6.0	4	3.4
8	My salary is not commensurate to the work I do	10	8.6	14	12.1	12	10.3	42	36.2	38	32.8
9	Salaries should be paid according to one's performance	23	19.8	22	19.0	13	11.2	38	32.8	20	17.2
10	Transport and housing allowance are paid to teachers.	20	17.2	23	19.8	12	10.3	32	27.6	29	25.0

Source: Primary data (2017). (F=frequency & %=percentage)

On the first element of monetary rewards, respondents were asked to indicate whether their salaries are paid on time and whether it improves their morale to perform better. As seen in Table 4.5.1, out of the 116 respondents, 38.8% agreed, 18.1% strongly agreed, 6.9% were not sure, 24.1% disagreed and 12.1% strongly disagreed. These results imply that teachers in the selected schools appreciate the payment schedule used by their employers and thus ought to be motivated to carry on their duties as required. Timely payment of salaries enables teachers

to plan for their personal development and thus become self-sufficient economic-wise which motivates them further.

Respondents were also asked to indicate whether or not they feel motivated to work mainly because of their high salary and in return, the majority (39.7%) disagreed with the idea. 25.0% strongly disagreed, 12.1% were not sure, 17.2% agreed and 6.0% strongly agreed. As shown in the table 4.5.1, it can be pointed out that high salary payment is not the main prerequisite to teacher job performance. It means to a large extent; other factors make teachers to work rather than just high salary payment.

When the respondents were asked to indicate whether allowances and bonuses make them perform better, 49.1% and the majority agreed with the view, 25.9% strongly agreed, 6.9% were not sure, 16.4% disagreed, while 1.7% strongly disagreed. From these results on allowances and bonuses shown in Table 4.5.1 above, it is noted that to a large extent, teachers prefer to be paid allowances and bonuses in addition to their main salary. However, these results also show that there are teachers that can work without allowances as long as they are paid their main salary although to a small extent.

Another aspect that the respondents were asked to comment about was that of transport and extra duty allowances and work excellence. In response, 44.8% agreed that; transport and extra duty allowances help them to build loyalty and work excellence and these were the majority. 30.2% agreed, 8.6% were not sure, 12.9% disagreed, and 3.4% strongly disagreed as seen in Table 4.5.1. These findings imply that there is general consensus on the importance of transport and extra duty allowances in building work excellence and loyalty by the teachers in the four schools selected in the study.

As seen in Table 4.5.1, the respondents were also asked to indicate whether they are satisfied with the bonuses accorded to them or not. 35.3 % disagreed, 25.9% strongly disagreed,

14.7% indicated not sure, 19.8% agreed and 4.3% strongly agreed. The majority of the respondents fell on the 'disagree' side thus to a large extent (61.2%) the respondents in the selected schools are dissatisfied with the bonuses accorded to them, while a small percentage (38.8%) are satisfied.

Another aspect probed from the respondents was whether extra load was being paid for in their schools. From Table 4.5.1, the majority 44.8% agreed that they are paid for extra load in their schools. 15.5% strongly agreed, 11.2% indicated not sure and disagreed by the same proportion while 17.2% strongly disagreed. These responses show that the teachers in the schools under study embrace the payment for extra load and therefore would advocate for it. In addition, the schools in which the study was conducted recognize the importance of payment for extra load in order to keep the teachers motivated to work. Further, the results emphasize the positive relationship between monetary rewards and teacher's performance.

Respondents were also asked to comment on whether they are paid for being best performing teacher of the year in their respective schools. The majority of the respondents 43.1% strongly disagreed, 36.2% disagreed, 11.2% were not sure, 6 % agreed while 3.4% strongly agreed as seen in table 4.5.1. This shows that whereas schools pay for extra loads, funds are not allotted to rewarding teachers in other monetary terms like best performing teacher of the year awards. This could also imply limited interest by the selected schools to venture into other monetary avenues of teacher motivation.

On the assertion that "my salary is not commensurate to work I do", majority of the respondents 36.2% agreed that they are being paid a non-commensurate salary. 32.8% strongly agreed, 10.3% were not sure, 2.1% disagreed, and 10 strongly disagreed (see table 4.5.1) as seen in Table 4.5.1. It can be stated therefore that to a large extent, the teachers in the schools selected in the study feel that payment for their work is non-commensurate.

On the question of whether salaries should be paid according to one's performance, Table 4.5.1 38 reveals that the majority of the respondents agreed, 17.2% strongly agreed, 11.2% were not sure, 19.0%) disagreed and 19.8% strongly disagreed. These responses imply that the respondents would be motivated to perform better if such efforts are rewarded in equal measure. A small percentage on the other hand believes that what is being paid to them is proportionate to their efforts. At the same time, these results show that what motivates teachers varies from one teacher to the other.

Another aspect that the researcher probed was payment of transport and housing allowances to teachers. Table 4.5.1 reveals that 27.6% of the respondents who are also the majority agreed that transport and housing allowances are being paid to them. 25% strongly agreed, 10.3% indicated that they were not sure, 19.8%) disagreed and 17.2% strongly disagreed. These results imply that the schools under study try to motivate their staffs through transport and housing allowances' payment. Housing and transport are some of the requirements for effective job performance. These also increase the real income of the teacher as expenses on transport and housing are catered for.

Interview results from one headteacher of school B held on 4th August 2017 about salaries and job performance indicated that,

She had this to say; "monetary rewards such as prompt payments teachers' salaries, extra duty, transport and housing allowances satisfies the teachers needs and therefore makes teachers to perform better. However, this depends on the attitude of the teachers and if the teacher has negative attitude towards work however much the monetary rewards given the performance will remain low."

All Headteachers pointed out that they encounter challenges in sourcing sufficient funding to cater for all the monetary rewards entitled to the teachers and therefore, the teachers remain discontented with the bonus and allowances paid to them. Headteachers suggested that there is need to encourage school community, parents' teachers association (P.T.A) and ministry of education to increase the grants given to schools so that teachers can get commensurate payment of salaries and allowances.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of results, draws conclusions according to the findings on each of the study objective and gives recommendations as per research objectives.

5.2 Discussion

5.2.1 Objective one: Effect of career development on teacher job performance in secondary schools in Nakawa urban Council.

From table 4.3.1 in chapter four, it was found out that career development through seminars and workshops encourages employee retention. This is in line with the findings of Kamoche et al, (2004), who notes that career development is one aspect in an organization that if no due attention is accorded, hurts employee professional development and impedes improvement in labor productivity. Kizito (2004) also asserts that employee training through seminars, workshops and re-orientation results in effective preparation of an individual's capability to perform tasks competently whereas Door (2010) views training as an endeavor that molds people to develop desirable knowledge, skills and attitudes needed in solving real life problems both at work place and elsewhere. Institutions therefore need to embrace regular training of staff so that defined behavior patterns expected in the accomplishment of specialized task can be acquired (Ndege, 2004). Kirui (2010) observed that employers often fail to perform their duties well if they display inadequate professional skills demanded by the task.

From the study, it was also discovered that organizing seminars to re-orient teachers on new pedagogical skills motivates teachers to perform better on the job. This is in agreement with Kumbe (2001)'s study which reported that seminars generate new knowledge and skills

which ensures continuous updating and upgrading of knowledge and thus adding to employees' career growth and development.

It was also discovered that attaining a higher qualification enables superior teacher performance on the job which is also in line with findings from related studies. Wayne (2006) notes that the level of qualification promotes employees' satisfaction and personal growth and hence their productivity. Higher qualification can be promoted in the workplace through staff upgrading programs which the study also discovered to be a good staff motivating factor. O'Hara, (2011) argues that staff upgrading prevents performance degradation and offers employees new chances of learning and developing new skills necessary in the volatile teaching profession.

The study pointed out a number of reasons for failure of career development to enhance teachers' performance to include, unfavorable work environment, it is because of inapplicable skills, failure to apply the newly acquired skills, career change and no salary increment, Teachers' attitude, no love for the job, no job satisfaction and teachers' preference of old skills rather than the newly acquired skills as seen in Table 4.3.2 in the previous chapter. These are noted with concern as schools sometimes embark on career development while overlooking what may undercut its ability to motivate teachers and promote better performance.

5.2.2 Effect of working environment on teacher job performance in secondary schools in Nakawa Urban council.

The study also aimed at examining the effects of various elements of teachers' working environment on job performance. The findings from table 4.4.1 in Chapter four show that work environment impacts greatly on teachers' performance in the secondary schools in Nakawa Urban council which is in line with existing literature. Brill et al (2001) for example

reports that employees' performance depends on work place comfort, enough space to put things, good relations, access to technology and quality lighting. Emenike (2013) also observed that; working conditions, availability of working tools and resources, improves knowledge and skills which are the critical ingredients of employee motivation thus better job performance.

In this study, it was also discovered that teachers wish to have facilities for effective practical teaching and learning such as laboratories and workshops with adequate space. Teachers in these schools prefer to have their workstations improved so as to improve their performance and that of the learners (Herzber, 1959).

Classroom facilities such as sitting facilities for students were discovered to be having impact on teachers' performance as inadequacies in these would distort teacher's ability to conduct lessons effectively. Just like large class room space is preferred by most teachers, large school compounds too are viewed as to be having positive impact on teachers' morale to because they provide a conducive atmosphere for work thus affecting teachers' performance. In addition, the teachers prefer a noise-free work environment that allows effective teachers to student communication.

Apart from large space in classrooms, compounds, laboratories, workshops and libraries, the study also indicated (as seen in Table 4.4.1) that teachers are motivated by working under a secure environment; free from physical threats thus providing wall fences permits effective teaching and learning. Tawa (2012) cited improved working environment and motivating rewards as central to teachers' performance whereas Koech (2013) noted that a secure working environment enhances employees' productivity.

Non-monetary benefits like staff housing were also discovered to have a positive impact on teachers' job performance. Providing staff with houses within or near the school enables them

to reduce on rent expenditure besides enabling them to manage time thus better job performance. The rent expenditure saved can boost staff personal development and self-satisfaction. The accommodation condition should be fair enough to house the teachers and their families as the study also indicated that living with family in a good home environment motivates teachers and enhances their performance on the job. This would make them academic giants even when they don't own personal houses to which the study showed is inversely related to former.

5.2.3 Extent to which monetary rewards affect the morale to perform in secondary schools in Nakawa urban council

The third objective in this study involved establishing the extent to which monetary rewards affect the morale of teachers to perform in the secondary schools in Nakawa Urban council. This was meant to answer the third research question. In line with these, and as seen from table 4.5.1 in chapter four, it was established that prompt payment of teachers' salaries improves their morale to perform better. Prompt payment of salaries has been shown by the previous studies to generally improve workers' morale (Kawesa, 2004 Gitonga 2012, Adeyinka et al, 2013 & Artz, 2014). Artz (2014) states that salaries should be paid promptly and promotion of workers should be accompanied by salary rise. From this study, it was also discovered that teachers work, not because of being paid highly but rather due to a wide range of factors. Employers should look beyond high salary payments unto other aspects of teacher motivation as Ali et al, (2016) note that high pay alone is unlikely to create a satisfying work environment for teachers to perform better.

The study also discovered that payment of bonuses, extra duty, transport, and housing allowances, and rewards for best performing teacher, to a large extent makes teachers to perform better. This is in line which the views of Aacha, (2010) when he notes that monetary rewards and allowances improve teacher job performance. Oyedeji, (1998) also states that

high salaries supplemented by allowances and bonuses enable teachers to meet their needs which increase their morale and productivity. A study by Kawesa (2004) showed that schools in Kampala used public appreciation, promotion, packages/presents, duty allowances and overtime pay as major teacher performance rewards.

In the schools under this study, it was revealed that teachers are discontented with the bonuses and allowances paid to them as seen in Table 4.5.1. In addition, the study discovered that teachers feel what is paid to them as salary is not commensurate to their effort. While studying performance based rewards and teacher performance Kawesa (2004) notes that performance based payment system motivated teachers to perform better at their job. This is some area stake holders in education need to look critically into.

Cuttler & Waine (2000) state that “when pay is linked to performance any equality is undermined because there is a judgmental aspect that makes this equal relationship obsolete”. This means that the hardworking teachers are discouraged when they are paid the same salary like the lazy ones. Workers are motivated to perform better if their efforts are rewarded in equal measure. Glass (2011) reported contending results as a big percentage of the respondents in the study disagreed with the statement that teachers work harder because of performance payment.

5.3 Conclusions

From the research findings presented and discussed in the previous two-chapters, a number of conclusions are construed following objective by objective as follows.

From the research findings on objective one, it was noted that teacher motivation and teacher-job performance is enhanced by career development mainly through staff upgrading, organizing seminars, workshops, and staff re-orientation. However, career development may fail to improve job performance mainly due to unfavorable work environment, preference of

old skills, career change, and inapplicable skills. Therefore, it can be concluded that career development has got a positive effect on teacher motivation and job performance

On the second objective, the study provided sufficient evidence to suggest that work environment is an important factor in teacher motivation and job performance. On the basis of these findings, it is concluded that providing spacious libraries, classrooms, laboratories and adequate compound space with secure perimeter fencing positively affect teacher motivation and job performance in secondary schools.

On objective three, the study found out a number of monetary rewards that affect teachers' morale to perform in secondary schools in Nakawa urban council to include; best performance rewards, bonuses, housing and transport allowances, and; timely and commensurate payment of salaries and allowances. On the basis of these findings, it is concluded that to a large extent, monetary rewards affect teachers' morale to perform in secondary schools.

Motivation of teachers through career development, better work environment and monetary rewards helps to build capacity for better work teams which enhances opportunities for schools to achieve their goals and objectives. The major staff demotivating factors in schools include, insecure working environment, absence of laboratories, libraries with adequate sitting facilities, non-commensurate salaries and allowances; absence of payment for extra duty and loads' allowances and; absences of best performing teacher rewards.

5.4 Recommendations

In line with the study findings and conclusions, the researcher made the following recommendations:

- Workshops, seminars, and staff upgrading were shown in this study as to increase teacher motivation. Schools should therefore organize workshops and seminars for staff career development. Schools should also provide avenues for staff upgrading such as paid study leave as these enable them to attain skills for effective job performance.
- In the study, it was discovered that work environment has a positive effect on teacher motivation, therefore, school proprietors should provide conducive teacher-work environment by availing libraries, classrooms, laboratories with adequate sitting facilities and equipment for use. In addition adequate compound space is necessary at the school with secure perimeter fencing.
- Payment of allowances and bonuses helps to boost the teachers' ability to afford their personal needs that motivates them to work for better results. Schools should set aside funds to pay allowances and bonuses to the teachers so as to supplement on the salaries paid by the government. These will help to build loyalty and love for the profession.
- Government and school proprietors should put in place staff housing schemes within or near the school and where this is not feasible, housing allowances should be availed for these are seen as great work environment comfort enhancers and job performance motivators according to this study.
- Further research is recommended under the same or related topic for a large sample size of schools across the country. In addition, this study did not look at teacher

motivation and students' performance in internal and external examinations, therefore, a study to statistically link these aspects in both private and public schools in the country is recommended.

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am Moses Eguma, a student of Kyambogo University conducting a study on; *“Teacher Motivation and Job Performance in Secondary Schools in Nakawa Urban Council, Kampala Capital City Authority”*. You have been chosen as one of the participants. I therefore request you to spare some time and help me to fill in these questionnaires. This study is purely for academic purposes. Therefore the information given will be treated with utmost confidentiality. Your response is highly appreciated.

Thank you for your cooperation.

Section A: Background Information

Instruction:

Please *tick* the most appropriate option that applies to the topic of study in relation to your school.

1. Position of responsibility at school.....
2. Age Bracket of the Respondent

Age	25yrs and below	26 -30yrs	31 -35yrs	36-40yrs	Above 41yrs
Tick					

3. Gender Male Female

4. Highest education level attained

Qualification	1.Advanced	2.Diploma	3.Degree	4.Post Graduate	5.any Other (Please specify)
	Level				

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

Period	1yr and less	1- 2 years	3-4 years	5-6 years	Above 6years
Tick					

SECTION B: THE EFFECT OF CAREER DEVELOPMENT ON TEACHER JOB PERFORMANCE IN SECONDARY SCHOOLS IN NAKAWA URBAN COUNCIL

6. For each of the following statements, please indicate (by ticking) the most appropriate answer. The following are the scale: *Strongly Agree (SA), Agree(A), Not sure(NS), Disagree(D) and Strongly disagree(SD).*

No	Career Development	Responses				
		SD	D	NS	A	SA
1	Training teachers encourage superior performance					
2	Career development through Seminars encourages employee retention					
3	My school organizes workshops to enhance teachers performing abilities					
4	Organizing seminars to re-orient teachers on new pedagogical skills motivates teachers job performance					
5	I have been able to attain higher qualification therefore I am performing better					
6	My school allows upgrading of staff to improve performance					
7	Many teachers perform better because of career development					
8	Career development does improve ones' performance					
9	The qualification level of the employees determines the teachers' performance					

10. In your opinion, give three reasons why career development may not improve teachers' performance.

1.

2.

3.

SECTION C: THE EFFECT OF WORKING ENVIRONMENT ON THE TEACHER

JOB PERFORMANCE IN SECONDARY SCHOOLS IN NAKAWA URBAN

COUNCIL

7. For each of the following statements please indicate (by ticking) the appropriate responses from the following scale: *Strongly Agree(SA)*, *Agree(A)*, *Not sure(NS)*, *Disagree(D)* and *Strongly disagree(SD)*.

No	Working Environment	Responses				
		SD	D	NS	A	SA
1	My school lacks sufficient Library space to display instruction materials which affect teacher's job performance					
2	laboratories and workshops for Practical skills do not allow effective teaching					
3	Inadequate sitting facilities in class rooms distort teachers ability to conduct a job					
4	Compound provides conducive atmosphere for the teachers job in schools					
5	Noise does not allow teachers to hear nor be heard which clearly distorts feedback					
6	Providing walled and secured environment permit effective learning					
7	Our Classes are too small and congested to allow conducive teaching and learning					
8	My school provided housing so I can perform better					

9	Where I live with my family is very good therefore I perform better					
10	My house makes me academic giant					

**SECTION D: THE EXTENT TO WHICH MONETARY REWARDS AFFECTS THE
MORALE TO PERFORM IN SECONDARY SCHOOLS IN NAKAWA URBAN**

COUNCIL

8. For each of the following statements about performance of teachers, please indicate (by ticking) the most suitable responses using the following scale: *Strongly Agree(SA)*, *Agree(A)*, *Not sure(NS)*, *Disagree(D)* and *Strongly disagree(SD)*.

No	Salary and Allowances	Responses				
		SD	D	NS	A	SA
1	My salary is paid on time					
2	I feel motivated to work mainly because of my high salary					
3	Allowances and Bonuses make me perform better					
4	Transport, extra duty Allowance help me to build loyalty and work excellence					
5	I am satisfied with the bonus accorded to me					
6	Extra loads are paid for in this school					
7	I am paid for being the best teacher of the year					
8	My salary is not commensurate to the work I do					
9	Salaries should be paid according to ones' performance					
10	Transport and housing allowance are paid to teachers					

END

Thanks for your cooperation

APPENDIX II: KEY INFORMANT INTERVIEW GUIDE

Dear Respondent,

I am a student of Kyambogo University pursuing a study on; *“Teacher Motivation and Job Performance in Secondary Schools in Nakawa Urban Council, Kampala Capital City Authority”*. You are among the selected participants in this study by providing relevant information which will purely be for academic purposes. The information given will be treated with utmost confidentiality. I therefore request you to spare some time and help provide information. Your response is highly appreciated.

Thank you for your cooperation.

1. What is the effect of career development on the teacher job performance in Secondary Schools in Nakawa Urban Council?
2. To what extent does working conditions affect the job performance in Secondary Schools in Nakawa Urban Council?
3. In your opinion do you think monetary words can improve teacher performance?
4. What do you think can be done to improve teacher performance in secondary schools of Nakawa Urban Council?

END

Thanks for your cooperation

APPENDIX III: Morgan & Krejcie (1970) sample size determination table

If your population is:	Then your random sample size should be:	If your population is:	Then your random sample size should be:
10	10	440	205
15	14	460	210
20	19	480	214
25	24	500	217
30	28	550	226
35	32	600	234
40	36	650	242
45	40	700	248
50	44	750	254
55	48	800	260
60	52	850	265
65	56	900	269
70	59	950	274
75	63	1,000	278
80	66	1,100	285
85	70	1,200	291
90	73	1,300	297
95	76	1,400	302
100	80	1,500	306
110	86	1,600	310
120	92	1,700	313
130	97	1,800	317
140	103	1,900	320
150	108	2,000	322
160	113	2,200	327
170	118	2,400	331
180	123	2,600	335
190	127	2,800	338
200	132	3,000	341
210	136	3,500	346
220	140	4,000	351
230	144	4,500	354
240	148	5,000	357
250	152	6,000	361
260	155	7,000	364
270	159	8,000	367
280	162	9,000	368
290	165	10,000	370
300	169	15,000	375
320	175	20,000	377
340	181	30,000	379
360	186	40,000	380
380	191	50,000	381

Source: Amin (2005)

KYAMBOGO



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Department of Educational Planning Management

6th July 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: EGUMA MOSES - 15/U/14485/GMED/PE

This is to certify that **Eguma Moses, Reg. No. 15/U/14485/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

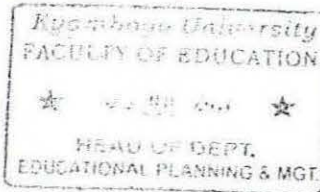
Teacher Motivation and Job performance in Secondary Schools in Nakawa Urban Council of Kampala City Authority.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Lkomba

Leticia Komba Rwakijuma (Mrs.)
AG. HEAD OF DEPARTMENT



4/8/17