

**MOTIVATION STRATEGIES AND TEACHER PERFORMANCE IN GOVERNMENT
AIDED SECONDARY SCHOOLS IN SIRONKO DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN
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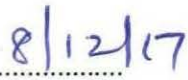
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DECLARATION

I hereby declare that this submission is my own work towards the Degree of Master of Education in Policy, Planning and Management and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

I dedicate this work to Mr. Ezra Namisi and family for their moral, spiritual and financial support.

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First, I thank the Almighty God for the strength and grace He granted me during the study.

I sincerely acknowledge the valuable guidance and inspiration accorded to me by my supervisors Dr. John Bosco Ssettumba and Dr. Owino Philip whose valuable ideas, guidance and encouragement I am greatly indebted.

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LIST OF ABBREVIATIONS

BOG: Board of Governor`s

CAO: Chief Administrative Officer

CPD: Continuing Professional Development

DEO: District Education Officer

EFA: Education for all

ESC: Education Service Commission

IOS: Inspectors of Schools

MoES: Ministry of Education& Sports

NGO: Non-Governmental Organization

PTA: Parent Teachers' Association

SPSS: Statistical Package for the Social Science

UK: United Kingdom

UNEB: Uganda National Examination Board

USA: United States of America

ABSTRACT

The current study aimed at assessing the motivation strategies and Teacher performance in government aided schools in Sironko district. The study specifically identified the effect of intrinsic motivation strategies on Teacher performance in Government Aided Secondary Schools in Sironko District, explored the effect of extrinsic motivation strategies on Teacher performance in Government Aided Secondary School in Sironko District and also established the level of teachers' performance in Government Aided Secondary Schools in Sironko District. The study adopted a descriptive research design and data was collected using questionnaires, interview and document analysis from a total of one hundred (100) respondents who included (90) teachers (9) head teachers and (1) district education officer. Data collected was analyzed by use of Statistical Package of Social Scientist (SPSS) and presented in tables and figures for interpretation. Person correlation coefficient and regression analysis were used to determine the relationships between the variables. Generally, findings revealed that good working conditions instill high level of commitment to staff. The study also found out that salary increment, PTA and transport allowances, provision of accommodation medical care and other fringe benefits enhance teacher performance. However, there was low level of performance amongst teachers as manifested in form of low commitment and interest to attend to some of student's needs, late coming and failure to make lesson plans. The study recommended that the Ministry of Education and Sports (MoES) and administrators should improve the motivation strategies so as to enhance teachers' performance in Sironko district.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The study examined motivation strategies and Teacher performance in Government aided secondary schools in Sironko District. Motivation strategies are conceived as the independent variable and teacher performance was the dependent variable. Motivation is the key of a successful organization to maintain the continuity of the work in a powerful manner and help organizations to survive. Motivation is finding a need inside the employees and help to achieve it in a smooth process (Dedan, 2012). Motivating the staff leads to broaden their skill to meet the organizational demands. Managers who can motivate employees assist the organization by improving employee performance. This chapter presents the background to the study, statement of the problem, study objectives, research questions, scope and significance of the study. In addition also is the conceptual framework that contains the variables under study.

1.1 Background

The background is presented under four perspectives notably the historical, theoretical, conceptual and contextual.

1.1.1 Historical background

This sub section traces the history of motivation and performance. According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. All behavior including achievement was believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforcers which are both positive and negative.

Intrinsic motivation has been studied since the early 1970s. Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward (Lown, 2013). The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. Lown (2013) it is evident that the organisms would engage in playful and curiosity driven behaviors in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Employees who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities (Joel, 2014). Employees are likely to be intrinsically motivated if they: attribute their performance to factors under their own control, also known as autonomy or locus of control, believe they have the skills to be effective agents in reaching their desired goals.

Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence (Jorin, 2013). Usually extrinsic motivation is used to attain outcomes that a person would not get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives (Hans, 2014). While the provision of extrinsic rewards might reduce the desirability of an activity, the use of extrinsic constraints, such as the

threat of punishment, against performing an activity has actually been found to increase one's intrinsic interest in that activity.

Positive reinforcers have far reaching consequences in terms of performance and productivity. Having a motivated workforce is vital for most organizations, since it can lead to higher rates of productivity, better quality output and low rates of absenteeism and low employee turnover. In order to achieve optimum performance from its employees, an organization must have not only employees with required skills and abilities, but also the motivation or willingness to perform. Zimmerman (2013) affirms that, an organization cannot effectively achieve its mission without motivating its personnel to work together towards the achievement of its set goals.

Peoples' desires to do something arise from their felt needs, when they act; they do so in ways that enable them to satisfy those needs. D'souza (2009) asserts that motivation comes from within each person and is not something leaders can supply directly, but leaders can create the kind of climate in which people want to work to their full potential. Taylor's scientific management approach attaches primary importance to pay as a motivating factor. Taylor (1947), described money as the most important factor in motivating the organizational workers to achieve greater productivity. Money possesses significant power as much as it symbolizes intangible goals like security, power, prestige and feeling of accomplishment and success. Employee motivation has to do with employee' attitude to work, desire to participate in pedagogical processes within the school environment and interest in employee' discipline and control.

Good remuneration has been found over the years to be one of the policies the organization can adopt to increase their workers performance and thereby increase the organizations productivity. Also, with the present global economic trend, most employers of labour have realized the fact that

for their organizations to compete favourably, the performance of their employees goes a long way in determining the success of the organization.

On the other hand, performance of employees in any organization is vital, not only for the growth of the organization, but also for the growth of individual employees (Meyer and Peng, 2006). An organization must know who are its outstanding workers, those who need additional training and those not contributing to the efficiency and welfare of the company or organization. Also, performance on the job can be assessed at all levels of employment such as: Personnel decision relating to promotion, job rotation, job enrichments etc (Meyer and Peng, 2006). Therefore, a careful evaluation of an employee's performance can uncover weaknesses or deficiencies in a specific job skill, knowledge, or areas where motivation is lacking. Once identified, the deficiencies may be remedied through additional training or the provision of the needed rewards.

At the World Labour Forum in Dakar (2012), intrinsic and extrinsic motivation was sighted as one of the factors affecting employee performance and commitment in low-income countries. According to a policy research report on employee's motivation in developing countries by Voluntary Service Overseas (VSO, 2002); employees are often underpaid, under resourced and neglected leading to high turnover rates, lack of confidence and varying levels of professional commitment. In order to achieve educational development targets, the role and needs of workers need to be considered by policy makers.

The Africa Development Bank (2013) identified low salaries as the most harmful factor for the employee sector in general. Lambert (2014), on her assessment of recent trends in Africa on workers' pay and conditions, asserts that, if workers compensation becomes too low, it is feared that workers commitment to their job will be affected and that quality of work will suffer the

consequences of this loss of motivation. This is evident in the way workers concentrate on other activities that are believed to generate more money such as part timing, shop keeping and farming, at the time when they should be in office working.

Low pay has also led workers to leave certain jobs. Lawler (2009) asserts that well remunerated employees tend to stay with that particular organization; it is assumed this gives them job satisfaction as they feel they are being paid for their value. According to a United Nations Education Scientific and Cultural Organization (UNESCO) report at World Labour Forum, Dakar (2014), reports from some African countries, show that it has become almost impossible to convince to choose a career as the prospects of job security and adequate income are too uncertain. The study examined motivation strategies and Teacher performance in Government aided secondary schools in Sironko District.

1.1.2 Theoretical background

The study was underpinned by the cognitive theories of motivation and the Goal-Setting Theory. The Expectancy Theory of Motivation explains why and how an individual chooses one behavioural option over others. On the other hand, the Goal-Setting Theory states the importance of creating goals in motivation of a of person (Oliver, 1974).

The expectancy theory was proposed by Victor H. Vroom in 1964. The theory explicates the behavioural process in which a person selects a behavioural option over another, and how this decision is made in relation to their aim of achieving their goal. This theory was used to identify the results of empowering employees that were realized by looking at timeliness and attendance to student's needs by the Teachers in Sironko district (Montana and Charnov, 2008).

The Goal-Setting Theory was proposed by Edwin Locke in the 1960s. The theory explains that goal setting has an influence on task performance. Specific and challenging goals are more likely to motivate a person and lead to a better execution of tasks, whereas vague and easy goals may result to poor task performance (Lloyd, 2007). In application, therefore, the goals should be set must be SMART – Specific, Measurable, Attainable, Realistic and Time-Bound. This theory was very useful in identifying teacher's performance as a result of the motivation strategies put in place by school administration and the Ministry of Education, Science and Sports.

1.1.3 Conceptual background

This study was undertaken to examine the relationship between motivation strategies and teacher's performance. For this case, the independent variable was motivation in form of intrinsic motivation identified as working conditions, recognition, career development and decision making. Secondly, it was also seen in form of extrinsic motivation and this was identified as salary increment, P.T.A allowances, housing facilities, medical care and transport allowances. According to Cox (2009), performance is the extent to which employees' interests and values are congruent with the company i.e. employees think of themselves as belonging to the organization and derive value from their membership. Employee performance refers to the output in terms of quantity and quality that helps the organization to realize its set objectives. In other words performance can be measured by traits, behaviors' and/or outcomes (Bratton and Gold, 2003). Kreisman, (2002) shows that employee performance management is a process that organizations use to ensure their employees are contributing to producing a high quality product or service. Employee performance management encourages the employee to get involved in the planning for the company, and therefore anticipates by having a role in the process the employee will be motivated to perform at a high level (Kreisman, 2002). For purposes of this study employee performance was

measured in terms of the indicators of performance which are timeliness, and response to learner's needs.

Hornby, (1993) defines motivation as a management strategy plays vital roles in the general planning of programs for its daily and smooth running of any institution including academic institutions. Hornby, (1993) said that among programs that must be well planned for normal operation of an academic institution is teachers' motivation for their retention in service (Hornby, 1993). These motivational factors may be both extrinsic and intrinsic and these include, annual salary increment, responsibility allowances accommodation/ transportation allowances, medication, capacity building, and infrastructural development to mention but a few (Ahmad and Schroeder, 2003). Thus if these motivational factors irrespective of whether they are intrinsic or extrinsic are not strategically planned for then, teachers' morale declines and accordingly their retention in the service becomes minimum.

1.1.4 Contextual background

In Sironko district, teacher's performance has remained poor characterized by poor time management among teachers, poor response to student's needs, increasing level of absenteeism and high turnover in secondary schools. As a strategy to boost teacher's morale to yield good results from these teachers, some institutions have embarked on the use of allowances like P.T.A Allowances and Housing allowances in order to improve the conditions in which teacher's work therefore, the basis of this study was to examine the existing relationship between the motivation strategies adopted by Government aided secondary schools in Sironko district.

1.2: Problem Statement

Many learning institutions have embarked on the use of high salaries, allowances and good working conditions in order to boost the morale of employees towards fulfilling their duties to see that schools perform better (Kelly, 2012).

With the ever increasing life demands and the high cost of living in Sironko district, school administration and the ministry of education have tried to utilize intrinsic and extrinsic motivation strategies like payment of P.T.A allowances, career development, improving accommodation facilities and many other strategies in order to entice teachers do their work better and easily. Despite these efforts, teacher performance in Sironko has remained poor as manifested in absenteeism, late coming, lack of lesson planning and failure to help students. The Daily monitor newspaper of 20th August, (2015) also reported poor time management among teachers, poor response to student's needs, increasing level of absenteeism and high turnover in secondary schools in Eastern Uganda. This might be attributed to inefficiency in the motivation strategies adopted by the schools and the Ministry at large. To make matters worse, no study has been conducted to assess the effectiveness of the motivation strategies in empowering teachers to fulfill their duties yet such a study can be useful in improving the performance of teachers. This prompted the researcher to carry out this study.

1.3: Purpose of the study

The study aimed at examining the relationship between motivation and Teacher performance in Government Aided secondary schools in Sironko district.

1.4: Specific Objectives

- i. To identify the effect of intrinsic motivation strategies on Teacher performance in Government Aided Secondary School in Sironko District.
- ii. To explore the effect of extrinsic motivation strategies on Teacher performance in Government Aided Secondary School in Sironko District.
- iii. To establish the level of teachers' performance in Government Aided Secondary Schools in Sironko District.

1.5: Research Questions

- i. What is the effect of Intrinsic Motivation Strategies on Teacher performance in government Aided schools in Sironko District?
- ii. What is the effect of Extrinsic Motivation Strategies on Teacher performance in government Aided schools in Sironko District?
- iii. What is the level of Teacher Performance in government Aided Secondary Schools in Sironko District?

1.6: The Significances of the Study

It is hoped that the successful completion of this study will be useful to a number of stakeholders; like school administrators, teachers, parents, other Education Agencies and government officials especially in the Ministry of Education and Sports in the following ways:-

The study may be of importance to the above stakeholders in the following ways:

1. First, the study has revealed ways school administrators could improve or enhance staff motivation in their institutions as it makes their job admirable and hence productive in government aided schools.
2. Furthermore this study generated information which may be valuable information on the current motivational levels of the secondary school staff. This may help government to develop interventions that will improve teacher performance in Government aided secondary schools.
3. Thirdly, the knowledge gained from participation in this study produced awareness, increase professional development activities, leadership interventions, and administrative practices in secondary schools.
4. Lastly, the data and results obtained from this study has attempted to establish the linkage between motivation of teachers and performance in schools.

1.7: Scope of the Study

1.7. 1: Geographical Scope

Sironko district is located in the Eastern part of Uganda which was curved from Mbale district in 2001 (Kichondo, 2001). With the recent curving off of Bulambuli district from Sironko in 2006, the district remained small and hence the study conducted covered all government aided schools in the whole district within the given duration. Government aided secondary schools in the district were specifically chosen because there are most accessible, affordable and reliable schools in the district to most parents and students and if the current trends continue then the education system in the whole district may be jeopardized.

1.7.2: Content Scope

The study looked at the intrinsic and extrinsic motivation strategies that affect teacher performance in Government aided secondary schools in Sironko District. However the moderation factors were not considered in this study due to the bulkiness of the work. These motivation strategies were looked at because they are within the framework of incentive and drive motivation theories affecting workers morale to perform including teachers and there effect on teacher performance in secondary schools. These parameters were chosen because they can be used as reflective indices to motivation and hence teacher performance in this regard.

1.7.3: Time Scope

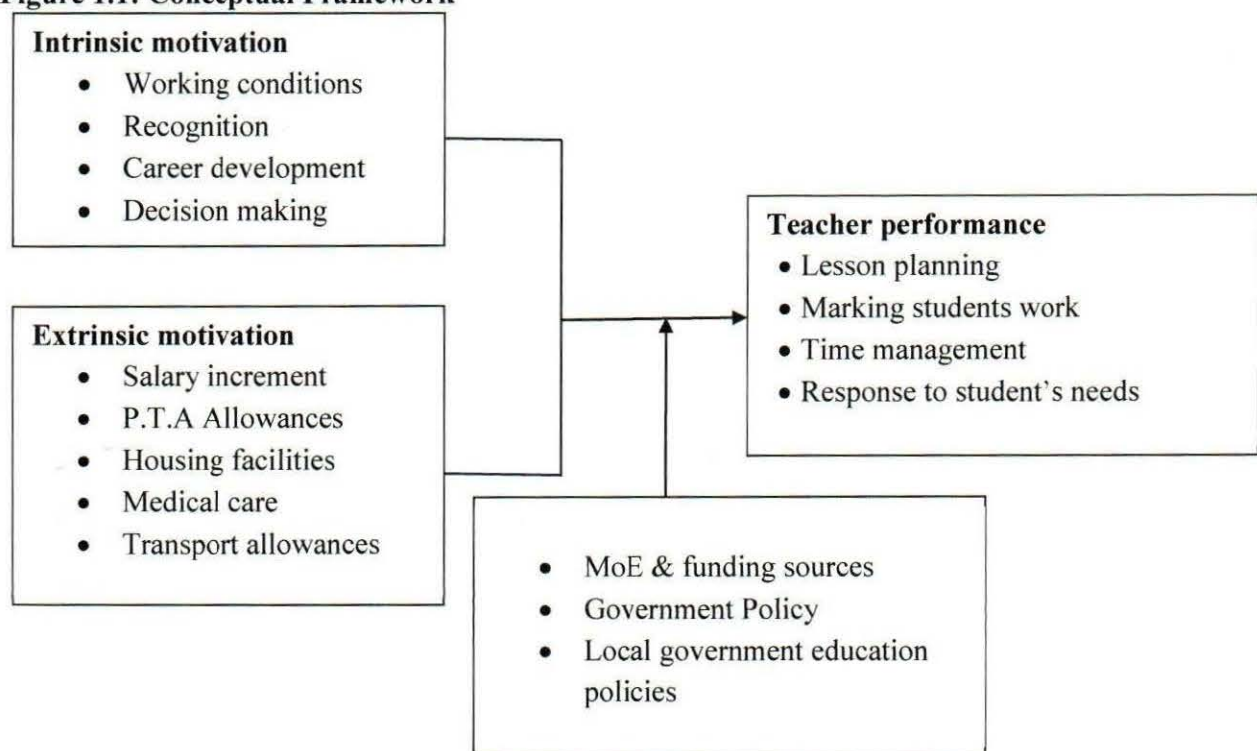
The researcher carried out a study on the relationship between motivation strategies and Teacher performance for the three previous years that is from 2009 to 2013. This period was chosen because there was high inflation rates and teachers' consistent strikes across the country and also media reports that indicated high rate of teachers' turnover (Musoke, 2013). This enabled the researcher to establish the magnitude of the challenge in Sironko district in particular. The study took a period of six months to completion.

1.8: Conceptual Framework

The conceptual framework in this study sought to bring out the relationship between motivation strategies on Teacher performance in Government aided secondary schools in Sironko district. The Independent Variables Intrinsic Motivation (Working conditions, carrier development and Recognition) with Extrinsic Motivation (Adequate Salary, P.T.A allowances, free accommodation, medical care, transport and free meals) are the motivation strategies which were considered for teachers to be retained. These independents variables are inputs which have implications on the

output which are dependent variable. The Dependent Variables are indicators (output) which measures the level of success of input. If these motivation strategies are made ideal in Government aided secondary schools as outlined in the education white paper then teachers' motivation and hence effective performance would be rest assured. These two can be coordinated by Moderating or Intervening Variables such as Ministry of Education and Sports (MoES), as the major Funding source, Government and Local education policies. The intervening variables were controlled using schools which are all universal secondary schools, Government aided with same funding source and also located in the same district where local education policies are the same.

Figure 1.1: Conceptual Framework



Source: Researcher, 2014 (As adopted from State Handbook of Applied and Social Research by Maxwell, 2009).

1.9: Definition of Terms

Motivation refers to inner force that drives an individual to accomplish a given task to achieve both individual and organization goals.

Extrinsic motivation is concerned with satisfactions derived from payments, material possessions, prestige, and positive evaluations.

Intrinsic motivation is the driving force from within the person or from the activity itself which affects behavior, performance, and wellbeing.

Performance refers to the output in terms of quantity and quality that helps the organization to realize its set objectives.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1: Introduction

The chapter presents the related literature pertaining to the study. The study also points out what other researchers did that are in common with the study at hand. It is on this basis that the research gaps that are identified and research study designed and debates them in relation to the situation in the current study. The cited literature has been cited as per the specific research objectives of the study. Below is some of the related literature.

2.2: Understanding Various Theoretical Motivational Theories

There are various theories that have been formulated especially in relation to motivation strategies. Some of these theories include, the cognitive theories of motivation (the expectancy theory and the goal setting theory), the incentive theory of motivation, drive theory of motivation, arousal theory of motivation and humanistic theory of motivation (cherry, 2013). However, these theories have their own strengths and weaknesses.

2.2.1 Expectancy theory

Expectancy theory (or expectancy theory of motivation) proposes an individual will behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be In essence, the motivation of the behavior selection is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual processes the different motivational elements. This is done before making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave (Oliver, 1974).

Expectancy theory is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices. In the study of organizational behavior, expectancy theory is a motivation theory first proposed by Victor Vroom of the Yale School of Management. "This theory emphasizes the needs for organizations to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients." (Montana and Charnov, 2008).

Victor H. Vroom (1964) defines motivation as a process governing choices among alternative forms of voluntary activities, a process controlled by the individual. The individual makes choices based on estimates of how well the expected results of a given behavior are going to match up with or eventually lead to the desired results. Motivation is a product of the individual's expectancy that a certain effort will lead to the intended performance, the instrumentality of this performance to achieving a certain result, and the desirability of this result for the individual, known as *valence* (Montana and Charnov, 2008).

The expectancy theory of motivation explains the behavioral process of why individuals choose one behavioral option over the other. This theory explains that individuals can be motivated towards goals if they believe that; there is a positive correlation between efforts and performance, the outcome of a favorable performance will result in a desirable reward, a reward from a performance will satisfy an important need, and/or the outcome satisfies their need enough to make the effort worthwhile.

In a review of the expectancy theory in regards to teacher's performance Jere Brophy and Thomas Good provided a comprehensive model of how teacher expectations could influence children's achievement. Their model posits that teachers' expectations indirectly affect children's achievement: "teacher expectations could also affect student outcomes indirectly by leading to differential teacher treatment of students that would condition student attitudes, expectations, and behavior" (Brophy, 1983). The model includes the following sequence. Teachers form differential expectations for students early in the school year. Based on these expectations, they behave differently toward different students, and as a result of these behaviors the students begin to understand what the teacher expects from them. If students accept the teachers' expectations and behavior toward them then they will be more likely to act in ways that confirm the teacher's initial expectations. This process will ultimately affect student achievement so that teachers' initial expectancies are confirmed (Schunk, et al, 2012).

In discussing work related to this model, Brophy (1983) made several important observations about teacher expectation effects. First and foremost, he argued that most of the beliefs teachers hold about student are accurate, and so their expectations usually reflect students' actual performance levels. As a result, Brophy contended that selffulfilling prophecy effects have relatively weak effects on student achievement, changing achievement 5% to 10%, although he did note that such effects usually are negative expectation effects rather than positive effects. Second, he pointed out that various situational and individual difference factors influence the extent to which teacher expectations will act as self-fulfilling prophecies. For instance, Brophy stated that expectancy effects may be larger in the early elementary grades, because teachers have more one-on-one interactions with students then, as they attempt to socialize children into the student role. In the upper elementary grades more whole-class teaching methods are used, which

may minimize expectation effects. Some evidence supports this claim; expectancy effects in Rosenthal and Jacobson's (1968) study were strongest during the earlier grades. Raudenbush's (1984) meta-analysis of findings from different teacher expectancy studies in which expectancies were induced by giving teachers artificial information about children's intelligence showed that expectancy effects were stronger in Grades 1 and 2 than in Grades 3 through Grade 6, especially when the information was given to teachers during the first few weeks of school. These findings are particularly relevant because they show a form of the expectancy theory: how teachers have certain expectations of students, and how they treat the students differently because of those expectations (Schunk, et al, 2012).

Critics of the expectancy model include Graen (1969), Lawler (1971), Lawler and Porter (1967), and Porter and Lawler (1968). Their criticisms of the theory were based upon the expectancy model being too simplistic in nature; these critics started making adjustments to Vroom's model. Edward Lawler claims that the simplicity of expectancy theory is deceptive because it assumes that if an employer makes a reward, such as a financial bonus or promotion, enticing enough, employees will increase their productivity to obtain the reward. However, this only works if the employees believe the reward is beneficial to their immediate needs. For example, a \$2 increase in salary may not be desirable to an employee if the increase pushes her into a tax bracket in which she believes her net pay is actually reduced, which is actually impossible in the United States with marginal tax brackets. Similarly, a promotion that provides higher status but requires longer hours may be a deterrent to an employee who values evening and weekend time with their children (McGregor, 1960).

In addition to that, if anyone in the armed forces or security agencies is promoted, there is a must condition for such promotions, that he/she will be transferred to other locations. In such cases, if the new place is far from their permanent residence, where their family is residing, they will not be motivated by such promotions, and the results will be other way round. Because, the outcome, which this reward (promotion) will yield, may not be valued by those who are receiving it. Lawler's new proposal for expectancy theory is not against Vroom's theory. Lawler argues that since there have been a variety of developments of expectancy theory since its creation in 1964; the expectancy model needs to be updated. Lawler's new model is based on four claims. First, whenever there are a number of outcomes, individuals will usually have a preference among those outcomes. Two, there is a belief on the part of that individual that their action(s) will achieve the outcome they desire. Three, any desired outcome was generated by the individual's behavior. Finally, the actions generated by the individual were generated by the preferred outcome and expectation of the individual (McGregor, 1960).

Instead of just looking at expectancy and instrumentality, W.F. Maloney and J.M. McFillen found that expectancy theory could explain the motivation of those individuals who were employed by the construction industry. For instance, they used worker expectancy and worker instrumentality. Worker expectancy is when supervisors create an equal match between the worker and their job. Worker instrumentality is when an employee knows that any increase in their performance leads to achieving their goal (McGregor, 1960).

2.2.2 The goal setting theory

Goal setting involves the development of an action plan designed to motivate and guide a person or group toward a goal. Goal setting can be guided by goal-setting criteria (or rules) such as

SMART criteria. Goal setting is a major component of personal-development and management literature (Grant, 2012).

Studies by Edwin A. Locke and his colleagues have shown that more specific and ambitious goals lead to more performance improvement than easy or general goals. As long as the person accepts the goal, has the ability to attain it, and does not have conflicting goals, there is a positive linear relationship between goal difficulty and task performance (Locke, 2006). Goals that are deemed difficult to achieve and specific tend to increase performance more than goals that are not (Swezey, 1994). A goal can become more specific through quantification or enumeration (it should be measurable), such as by demanding "...increase productivity by 50%," or by defining certain tasks that must be completed. Setting goals affects outcomes in four ways: (i) Choice: Goals narrow attention and direct efforts to goal-relevant activities, and away from goal-irrelevant actions, (ii) Effort: Goals can lead to more effort; for example, if one typically produces 4 widgets an hour, and has the goal of producing 6, one may work more intensely towards the goal than one would otherwise, (iii) persistence: Someone becomes more likely to work through setbacks if pursuing a goal (iv) Cognition: Goals can lead individuals to develop and change their behavior (Latham and Budworth 2007).

Locke and colleagues (1981) examined the behavioral effects of goal-setting, concluding that 90% of laboratory and field studies involving specific and challenging goals led to higher performance than did easy or no goals. Locke and Latham (2006) argue that it is not sufficient to urge employees to "do their best". "Doing one's best" has no external referent, which makes it useless in eliciting specific behavior. To elicit some specific form of behavior from another person, it is important that this person has a clear view of what is expected from him/her. A goal is thereby of vital

importance because it helps an individual to focus his or her efforts in a specified direction. In other words, goals canalize behavior.

The more employees are motivated, the more they are stimulated and interested in accepting goals. These success factors are interdependent. For example, the expected outcomes of goals are positively influenced when employees are involved in the goal setting process. Not only does participation increase commitment in attaining the goals that are set, participation influences self-efficacy as well. Additionally, feedback is necessary to monitor one's progress. When feedback is not present, an employee might think (s) he is not making enough progress. This can reduce self-efficacy and thereby harm the performance outcomes in the long run (Bandura, 1993).

Goal-commitment, the most influential moderator, becomes especially important when dealing with difficult or complex goals. If people lack commitment to goals, they lack motivation to reach them. To commit to a goal, one must believe in its importance or significance. Attainability: individuals must also believe that they can attain—or at least partially reach—a defined goal. If they think no chance exists of reaching a goal, they may not even try. Self-efficacy: the higher someone's self-efficacy regarding a certain task, the more likely they will set higher goals, and the more persistence they will show in achieving them (Sue, 2015).

Goal-setting theory has limitations. In an organization, a goal of a manager may not align with the goals of the organization as a whole. In such cases, the goals of an individual may come into direct conflict with the employing organization. Without aligning goals between the organization and the individual, performance may suffer. For complex tasks, goal-setting may actually impair performance. In these situations, an individual may become preoccupied with meeting the goals, rather than performing tasks.

Some evidence suggests that goal-setting can foster unethical behavior when people do not achieve specified goals (Csikszentmihalyi, 1997). Goal setting may have the drawback of inhibiting implicit learning: goal setting may encourage simple focus on an outcome without openness to exploration, understanding, or growth. A solution to this limitation is to set *learning* goals as well as *performance* goals, so that learning is expected as part of the process of reaching goals (Grant, 2012).

2.2.3: Incentive Theory of Motivation

This is a psychological theory that postulates external rewards are the motivation for human actions. The theory suggests that people are motivated to do things because of external rewards. Behavioral learning concepts such as association and reinforcement play an important role in this theory of motivation. It may be observed that this theory shifts the emphasis of motivation from the internal to external. Incentive theories proposed that behavior is motivated by the "pull" of external goals, such as rewards, money, or recognition. It's easy to think of many situations in which a particular goal, such as a promotion at work, can serve as an external incentive that helps activate particular behaviors (Hockenbury & Hockenbury, 2003)

People are pulled towards behaviors that offer positive incentives and pushed away from behaviors associated with negative incentives. In other words, differences in behavior from one person to another or from one situation to another can be traced to the incentives available and the value a person places on those incentives at the time (Bernstein, 2011).

This theory is directly proportional to the drive theory in that it proposes the push for action as to being influenced by external factors rather than the internal factors. The theory mainly focuses on

the aspect that one's actions are directed towards gaining certain rewards. The significance of this theory is that incentives can be used to get people to engage in certain behaviors, but they can also be used to get people to stop performing certain actions, incentives only become powerful if the individual places importance on the reward and the rewards have to be obtainable in order to be motivating.

As such, this theory found its application in this study in that it was conceptualized that there were various factors which were external in nature that influenced teacher's performance in schools. Some of these factors as it is found in this study included recognition of their teachers efforts, increase in income or payments and provision of gifts and meals.

Strengths of Incentive Theory of Motivation

This theory has the following strengths.

- i. Rather than assume that people or animals are pushed to do things, incentive theorists assume that people and animals are pulled toward certain goals (Bernstein, 2012). To this extent therefore, incentive theory of motivation recognizes the fact that People will perform the behaviors necessary to accomplish those goals where there is a necessary pull factor. Motivation strategies like sustained feedback, remuneration, good working condition, clear goals and objectives, tuition waiver are a key workforce of Teacher Retention, which according to this study is teacher (Franzoi, 2011).
- ii. Secondly, this theory recognizes the fact that human beings are driven by pleasure, that is, they are motivated by that which is intrinsically pleasurable (Hockenbury & Hockenbury, 2003). Teachers' promotion, training, recognition for work done, prompt payments are therefore central in their motivation because these elicit pleasure and encourage the

teachers to work harder so as to maximize gains. It also gives teachers reason to continue working thereby promoting retention.

- iii. Furthermore, the proponents of this theory recognizes that motivation is guided by human beings need to maximize their pleasure and minimize their pain (Franzoi, 2011). Just like any human being, teachers work must be accompanied by reward at the end so as to encourage them to continue working. Motivating teachers through incentives is therefore important. Incentives can be used to get people to engage in certain behaviors, but they can also be used to get people to stop performing certain actions. For example, recognition of teacher punctuality through incentives will discourage truancy among teachers. Inceptive motivational approach is a powerful tool because individual teachers place importance on the reward. If the rewards obtainable, teachers are motivated. Manageable and realistic goals set by the head teachers are an important tool in motivating teachers.

Weakness of Incentive Theory of Motivation

- i. The main weaknesses of this theory are that not all incentives are created equal and the rewards that you find motivating might not be enough to inspire another person to take action. Physiological, social, and cognitive factors can all play a role in what incentives one finds motivating. For example, a teacher is more likely to be motivated by promotion when he/she actually needs the promotion versus when he/she is comfortable in his/her current position.
- ii. Secondly, "the value of an incentive can change over time and in different situations," notes author Stephen L. Franzoi in his text *Psychology: A Discovery Experience*. "For example,

gaining praise from the head teacher may have positive incentive value for a teacher in some situations, but not in others (Franzoi 2011).

Even though incentive theory of motivation exhibits these weaknesses, it fits well in this study because the researcher looks at extrinsic motivation strategies wholesomely. This means that the study focuses on an array of extrinsic motivation strategies used in the government aided Secondary Schools in Sironko District, and how they influence Teacher Retention.

2.2.4: Drive Motivational Theory

To complement the incentive theory of motivation, the drive theory of motivation was also used. The theory was initially created by a behaviorist by the name Clurk Hull. The theory was further developed by his collaborator Kenneth Spence (Dewey, 2007). In contributing to the theory, Spence came up with the theory of discrimination learning (Spence, 1936). This theory came up as a result of his continuous attempt in the interpretation of inhibition, and his emphasis on incentive motivation rather than biological drive.

According to the drive theory of motivation, people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs. This theory is useful in explaining behaviors that have a strong biological component, such as hunger or thirst. The problem with the drive theory of motivation is that these behaviors are not always motivated purely by physiological needs.

Based on this idea, Hull suggested that all motivation arises as a result of these biological needs. In his theory, Hull used the term drive to refer to the state of tension or arousal caused by biological or physiological needs. Thirst, hunger and the need for warmth are all examples of drives. A drive

creates an unpleasant state; a tension that needs to be reduced. The reduction of the drive acts as a reinforcement for that behavior. This reinforcement increases the likelihood that the same behavior will occur again in the future when the same need arises.

Despite its strengths, drive motivation theory has its own weaknesses. For instance, one critical problem that is associated with the theory is that it doesn't address how secondary reinforcers reduce drives. Unlike primary drives such as hunger and thirst, secondary reinforcers do nothing to directly reduce physiological and biological needs (Wike & Barrientos, 1958). For instance, money may be considered as a tool for purchasing primary items that may act as reinforcers but as per the theory, money does nothing in and of itself to reduce drives.

Despite this, money still acts as a powerful source of reinforcement. Another limitation as criticized is that the drive theory does not explain why people engage in behaviors that do not reduce drives. For example, people often eat when they're not hungry or drink when they're not thirsty. In some cases, people actually participate in activities that increase tension such as sky-diving or bungee jumping. Why would people seek out activities that do nothing to fulfill biological needs and that actually place them in considerable danger? Drive-reduction theory cannot account for such behaviors.

The drive theory of motivation finds its application in this study in that, it is conceptualized that besides the primary needs, there are certain other internal needs within the teachers that act as a motivating drive as they execute their roles and functions as teachers. Such issues as they have been conceptualized in this study include teacher training needs, provision of incentives and teacher performance appraisal. As such the theory provides a guiding framework for this study on how secondary reinforcers (teacher training, teacher development and performance appraisal) may

influence the overall motivation and Teacher performance in government aided Secondary Schools in Sironko district.

2.3 Intrinsic Motivation Strategies and Teacher Performance in Schools

This is the process whereby overtime learning brings about significant changes in the individuals (Godard, 2004). What schools need of their members is development, for this is the process whereby a person, through learning and maturation, becomes increasingly complex, more elaborate and differentiated. Individuals in work settings do not develop independently of the organization as they interact with the organization and its development through the individual's career progression. When an individual sees development in their chosen career, there is get opportunity for capacity building and development (Kuo, 2004). This gives the assurance of being prepared for bigger tasks such as promotion and career progress follows; this motivates an individual to continue to stay in the organization (International Research Survey, 2005). Thus, individuals and organization development are inseparable. Teachers' pace of development in secondary schools in Sironko may be seemingly very slow (personal observations) but this affects their motivation and hence performance and this remains a major issue of debate.

Beardwell and Holden (1997) show that with increasing world that many professionals including the teachers require their members to undertake Continuing Professional Development (CPD) because the changing environment is rendering obsolete some of their original skills and knowledge and demanding the development of others. Whittaker (1992) indicates that CPD is needed to ensure that professionals remain up to date in a changing world and that the reputation of the profession is enhanced, and to encourage professionals to aspire to improve performance and ensure that they are committed to leaving as an integral part of the work. This calls for

continuous refresher courses so that teachers are updated with the new knowledge so as to execute their work more effectively. To date little if any information is on the level of teachers' professional development of secondary schools though refresher courses is still not clear and thus it is high time to find it out and its implications on teachers motivation and performance.

According to Daft and Noe (2001), the newest trend in motivation is "Empowerment", the delegation of power or authority to subordinates in an organization. To Daft and Noe, increasing employees' power heightens motivation for task accomplishment because people improve their effectiveness, choosing how to do a task and using their creativity. Empowering employees means giving them four elements that enable them to act more freely to accomplish their jobs: information, knowledge, power and rewards. But even then the level of the practices like information flow and reward in secondary schools in Sironko leaves many questions unanswered as therefore still in stipulation and thus actual facts need to be found out.

Mullins (2002) Sansone & Harackiewicz, (2000) Hamner & Hamner, (1976), Mertler, (1992) reported that empowering allows employees to greater freedom, autonomy and self-control over their work and responsibility for decision-making. When an employee has the right to take initiative and be responsible for actions taken, he feels part of the decision makers in the organization. This motivates them to stay in the organization. Where the individual feels being in the organization provides the needed economic empowerment that he so much desires, he or she will stay and perform. Even then, information on the teachers' involvement in decision making in secondary schools in Sironko and its impact on teachers' motivation and performance to be addressed is still lacking.

According to Koehler (2009), every person has different reason for working. Generally there are something that worker obtain from work places impacts on the morale and motivation and the quality of their lives. To Koehler, whatever personal reasons for working, the bottom line however, is that almost everyone works for money. Fair benefits and pay is the cornerstone of a successful organization that recruits and retains committed workers. Without the fair living wage, however, it risks losing the best people to better paying employers. Institutions are becoming increasingly creative, and less conservative, in coming up with benefits and service to attract and retain employees. But, in spite of the number of creative options available to aid employee performance, companies cannot afford to get the basics. Even then employees also want to be recognized for the contribution they make (Glube, 1998). Secondary teachers like others are not exception from other workers and thus recognition boosts their effort. But information on the level of this practice in secondary school by education authorities is little or no documentation if any is available and this calls for the current study.

According to Amour (2000), one of the keys to avoiding turnover is to make rewards count. Rewards are to be immediate, appropriate, and personal. Organization may want to evaluate whether getting a bonus at the end of the year is more or less rewarding than getting smaller, more frequent payouts. Employees should be asked for input on their most desirable form of recognition. Use what employees say when it comes time to reward for performance. Schools like other organizations, needs to reward their teachers appropriately in an effort to arouse their motivation and performance or otherwise yield the opposite.

This refers to the degree to which employees perceive their involvement and or influence in the decision-making process in their organizations that might have impacts on their jobs, whether such

impacts may be direct or indirect (Michael et al, 1999). Employee involvement could be enhanced if certain critical factors are present in an organization. These include supportive superiors who are less authoritarian in their management approach, while employees should have high need for independence and perceive that they face a moderate amount of work pressure. Individuals with high need for independence, achievement and job abilities are likely to perform better in their jobs. To Michael et al, employee involvement is positively related to employee performance and job satisfaction. Involvement in decision making often increases an employee's motivation to make sure the decision is executed properly. Being part of a team that successfully makes and executes a decision can fulfill an employee's need for belongingness, achievement, recognition and respect. The opportunity to see how decision leads to actions and rewards may also improve an employee's understanding of the linkage between performance and rewards, improve, enabling the employee to improve the chances of getting desired rewards. Employee involvement also gives employee the feeling that contributions are valued, which are likely to improve many employees self-esteem. Thus, involvement of teachers in the decision making of the school is part of intrinsic motivation and could be a strong weapon in retaining them. Thus, Teachers involvement in decision making needs to correlate with their performance in secondary schools in Sironko district.

This is the degree to which individuals feel positively or negatively about their job. It is an attitude or emotional response to work task as well as to the physical and social condition of the work. According to Daft and Noe (2001), job satisfaction is defined as a person's positive attitude towards his or her job. To Daft and Noe, people generally experience this attitude when their work matches their needs and interest, when working condition and rewards such as pay are satisfactory and when they like their co-workers. Job satisfaction yield leads to motivation and Teacher Performance in the school setting or otherwise yield the opposite. To Daft and Noe (2001) job

satisfaction level is related to many important outcomes, including psychological and physical withdrawal example, day dreaming or leaving the organization and organizational citizenship behaviours example, helping co-workers. Many people believe job satisfaction is important because they think satisfied employees will do better work. There are varieties of factors that can influence a person's level of job satisfaction. Some of these factors include high performance that results in higher financial and other rewards, age of the employee, interpersonal relations within a working group; quality of supervision, job content, pay and working conditions, status of the job, ease of communication and the like (Bennet 1995). The existence of such factor in secondary school in Sironko district may be so minimal but information of their level of practices and effect on teachers' motivation and performance needs to be clearly documented and this makes the current study very vital.

2.4: Extrinsic Motivation strategies and Teacher performance in Schools

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 teachers' performance. According to Museveni, head teachers do not live near schools; thus spending a lot of time traveling to schools. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many secondary school teachers were given small house allowance to cater for their residential accommodation which forced them to reside in poor houses. On the other hand, Farrell (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work. In light of the above situation, an

investigation on the effect of accommodation as an extrinsic motivation on the teacher's performance in secondary schools in Sironko district is necessary.

Wayne (1998) asserts that a reward in form of pay has a strong impact on the employees' performance. Bratton (2003), agreed with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he pointed that money provides the means to achieve a number of different needs. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that the amount and consistence in salary payments vital in causing job satisfaction among workers and hence likely to influence performance. This scenario does not deviate in any way to teachers in secondary school and thus such an assessment is vital to be undertaken in Sironko district as a case study.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non-teaching and academic staff. Therefore, in secondary schools, teacher's needs could vary with experience at work and hence is necessary to carry out variation in motivation factors between teachers' experience and motivation needs in secondary school in Sironko district.

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 24 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 fees income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in low motivation. Therefore, the need to assess whether the current salary payment is commensurate with motivation needs to retain teachers in the system is worth investigating in Sironko District.

Kavarlemo (2000) on the other hand re-affirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and states that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2007) also added that teachers need assurance of sustainability of basics so as to continue pursuing organizational goals. Carron (1996) noted that the teaching profession has suffered greatly from the negative effects, from the economic crisis and adjustment policies which have had severe impacts on the standard of living of teachers. This phenomenon has had severe effect on their morale, their sense of commitment and motivation. In agreement, Coombs (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese

(1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However they conclude that if a teaching force is reasonably paid, and well-motivated, they can achieve much for the quality of education even against great odds. With the current high costs of living world over, secondary teachers are not exceptional and thus there is need to find out how this has affected their morale and stay at work.

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

influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization 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. Thus, the level of these monetary and non-monetary rewards in secondary school in Sironko and their implication on teacher motivation and hence performance are worth investigating.

According to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and

level of commitment to the school's objectives are all crucial to the level of motivation of teachers. The factors were in line with the researcher's interest particularly extrinsic motivators like remuneration and how it has affected teacher performance in secondary schools in Sironko district.

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

According to Farrant (1997), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Farrant's argument reflect the situation in 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 no allowances for those teachers who are not on civil service pay roll. Consequently, poor working environment and low remuneration have attracted few qualified (trained) teachers in the area and have contributed to low morale of teachers in general thereby leading to their low levels of their job performance and hence performance in secondary schools in Sironko district

2.5: Teacher Performance

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high

proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, Bennell (2004) reports the 2000 Education for all (EFA) Country Assessment for Pakistan which noted that poor teacher motivation is a 'colossal problem', which is seriously compounded by 'political interference'.

In Uganda, information about the teachers' job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Cheptock (2000) carried out a study to establish whether job satisfaction influences job performance among non-academic staff at Islamic University in Uganda. However, the study was not directly related to the teachers' role of teaching (job performance). The current research established the influence of motivation on teacher's morale to perform. In the same vein, Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in primary schools of Wakiso District Uganda.

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

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

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

Another study in Ghana also concluded that teacher morale is 'reasonably high' (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they 'did not enjoy teaching' although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell et al, 2004). In the same vein, this study

investigated the effects of motivation on Teacher performance in government aided schools in Sironko district.

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

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

In most countries, government teachers are predominantly from higher socio-economic backgrounds and have been brought up in urban areas. The impact of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them

and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the 'labour process' in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these 'survival' activities. More generally, there is a widespread acceptance that 'you get what you pay for', which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

2.6: Summary

From the foregoing literature however, it has been clear that little information if any has been conducted to assess the relationship between motivation strategies and teacher performance in government aided secondary schools in Sironko district. Therefore, a research gap was evident in investigating whether motivation strategies affect Teacher performance in secondary schools in Sironko district. This study investigated and provided information to close the above mentioned research gaps.

CHAPTER THREE: METHODOLOGY

3.1: Introduction

This chapter focused on the various tools, methods and procedures which were used to gather data for the study. It specifically, looked at the population, sample size and sampling technique, research instruments, data collection, tools used in data analysis and presentation.

3.2: Research Design

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

Descriptive research enabled the researcher to obtain in-depth information on interests and opinions of the respondents concerning motivation strategies and Teacher performance in Government aided secondary schools. This design yielded rich data that has led to important recommendations in education sector.

3.2: Study Population

The study was conducted in 9 secondary schools of Sironko District. The total target population summed up to 145 respondents. The category of the respondents that participated in the study involved head teachers, teachers and District Education Officer. The head teachers and District Education Officer were chosen because they were the key informants at school and district levels respectively. The study selected these categories of respondents because they were considered essential staff that provided the necessary information about the study.

3.3 Sample Size

The sample size was determined according to Krejcie and Morgan (1970) whereby if the study population was between 400- 500 then the sample becomes 100-120. This sample size determination strategy was used in order to get a sample size which is representative of the population. The sample included one (1) District Education Officer (DEO), Nine (9) head teachers and ten (10) teachers from the sampled Nine (9) schools in Sironko district. This made a total of Hundred (100) respondents as summarized in table 3.1 below.

Table 3.1: Description of the Study population and Sample population

Respondent	Target Population	Sample Population	% sample population	Sampling Technique
DEO	1	1	100%	Purposive
Head teachers	9	9	100%	Purposive
Teachers	135	90	67%	Simple random
Total	145	100	69%	

Source: The Researcher, 2016

3.4: Sampling Technique

Purposive sampling technique was used deliberately to select the head teachers and District education officer. They were purposively selected because they have the required information with respect to the objectives of the study and formed a limited number of study population. Teachers were selected using simple random sampling, where 10 teachers were randomly selected from each of the nine (9) schools. Simple random sampling was used to select teachers because they had

homogeneous characteristics and would give each of them an equal chance of being selected to avoid bias.

3.5: Instruments of Data Collection.

The researcher used various instruments in the collection of data which included;

3.5.1: Questionnaires

Questionnaires (self-administered) were used to get the opinions of respondents on issues that make teachers quit teaching in Sironko district government aided schools. The questionnaires were used to help elicit opinions that would be unobservable and was time saving. Questionnaires were used to collect data from teachers because they are the most affected group and have vital information for this study. Both structured and semi-structured questions were included in the questionnaires. The questionnaires had four sections that is section A to F. Section A was used to collect information on the background of the respondents while sections B to F collected information to answer the three research questions.

3.5.2: Interview guide

Interview guide was administered to the district education officer and head teachers as the key informants. Semi-structured interview and interview guide consisting of open ended questions were used. Interviews were used because they fetched a variety of ideas needed for the study and gave a deeper understanding of the topic.

3.5.3: Documentary Analysis

The researcher also gathered documents like attendance lists, record of work, monitoring tool for teachers, in respect to motivation of teachers from the district education officer and head teachers.

This enabled the researcher to establish the level of motivation so far available in the district basing on the available records.

3.6: Procedure of Data Collection

The researcher interviewed some of the respondents (DEO and head teachers). Questionnaires were served to the respondents (teachers) in the sampled Government Aided Secondary School and collected them after to ensure their safety.

3.7: The Validity of Research Instruments

In establishing the validity of instruments, the researcher, in consultation with the supervisors, did a cross check of the questionnaire items for consistency, relevancy, clarity and ambiguity which was done before the questionnaire was administered to the respondents from government Aided secondary schools that did not take part in the study. Besides, the researcher ascertained the instrument validity by calculating the content validity index by dividing the total number of valid items over the total number of the items in the questionnaire, and the CVI obtained was 0.8.

3.8: Reliability of Research instruments

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated results (Chronbach, 1953). In this study, more than one instrument of collecting data was used to provide reliable results. The instruments were piloted in Nakaloke SS a school in the neighbouring district of Mbale and reviewed by colleagues and supervisors before being applied in the study to ensure reliability of results using Chronbach's alpha method of internal consistency. When the Chronbach value obtained was 0.83, then the researcher took the reliability

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1: Introduction

This chapter presents the findings of the study. The study was about the relationship between motivation strategies and Teacher performance in government aided secondary schools in Sironko District. It was centered on the responses to the three research questions. The findings were presented in tables and charts/graphs. Therefore, this chapter was divided into two (2) sub sections namely bio data response rate, and research questions that the study sought to answer.

The background characteristic of respondents was presented first to provide a clear picture of the nature of people that participated in the study. The results of this study were given a percentage as presented below:

4.2: Bio data of the Respondents

The background information of the respondents is important because it can influence the opinion of the respondent on the relationship between motivation strategies and Teacher Performance in Government aided secondary schools. The data gathered was mainly on the social background of the respondents in relation to the schools they teach or head respectively.

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	%
Male	68	75.6
Female	22	24.4
Total	90	100.0

Source: Primary data, 2016

Table 4.1 shows that of the 90 respondents in the study, 76% were males while 24% were females. This indicated that there are more male than female teachers in secondary schools in this district. This had a similar finding with interviews conducted with corroborated with document data.

From the data collected, it was observed that the male respondents were more interested in the extrinsic factors than the female who were more concerned with the intrinsic.

Table 4.2: Distribution of Respondents by Age

Age Group	Frequency	%
20-29	18	20.0
30-39	42	46.7
40-49	24	26.7
50-59	5	5.6
60-69	1	1.1
Total	90	100.0

Source: Primary data, 2016

In table 4.2 above, 47% of the teachers were between 30 and 39 years, 27% between 40-49 years, 20% of the teachers' between 20-29 and 5% teachers between 50-59 years and above. This implies that they were able to give well thought information pertaining to their school motivation strategies in relation to performance. Even then this age was taken to be commensurate with experience and hence the reliability of the information provided under normal circumstances.

From the interviews it was discovered that majority of the head teachers were between 40-49 while the rest were between 50- 59. There was only one head teacher who was 38 years of age. This information was the same as seen from their birth certificates in the school files.

This means that the schools have relatively fewer experienced teachers who can mentor and provide professional support and leadership to the young staff.

Table 4.3: Distribution of Respondents by Educational Level

Education Level	Frequency	%
UACE	11	12.2
Diploma	48	53.3
Degree	29	32.3
Masters	2	2.2
Total	90	100.0

Source: Primary Data, 2016

The questionnaire findings from 11% showed that they had UACE qualification for teaching, while as were 32.3% degree holders, 53.3% were diploma holders and they were the majority, while only 2.2% had a master's degree. Most of the interviewees were degree holders (6) (60%) while there were cases of two acting head teachers who were diploma holders and one head teacher with a master's degree. The above results did not differ from documentary review especially on teachers files on academic documents. What was amazing was that some classroom teacher had acquired a master's degree while he was being led by a diploma holder as a head teacher.

Table 4.4: Distribution of respondents by Type of employment

Employment	Frequency	%
Permanent	50	55.5
Part time	18	20
temporary	22	24.4
Total	90	100.0

Source: Primary Data, 2016

The table above shows that most of the teachers about (55.5%) were on permanent appointment, (20%) were on part time and (24.4%) were on temporary basis. This showed a good number of teachers on permanent terms of employment and hence expects high level of stability in their service.

Responses from interviews agreed that a big percentage of their teachers were on permanent basis which could have motivated them to stay in those schools and perform. However there were cases where a school had majority of the staff on temporary basis of appointment than permanent which in my view is affecting teacher performance in schools. One interviewee said,

'Our school lacks teachers, I have written to the ministry on several occasions but no success as yet, am left with recruiting staff on part time which affects our work plans a lot. Some of these teachers end up dodging lessons as they are busy looking for survival somewhere else'.

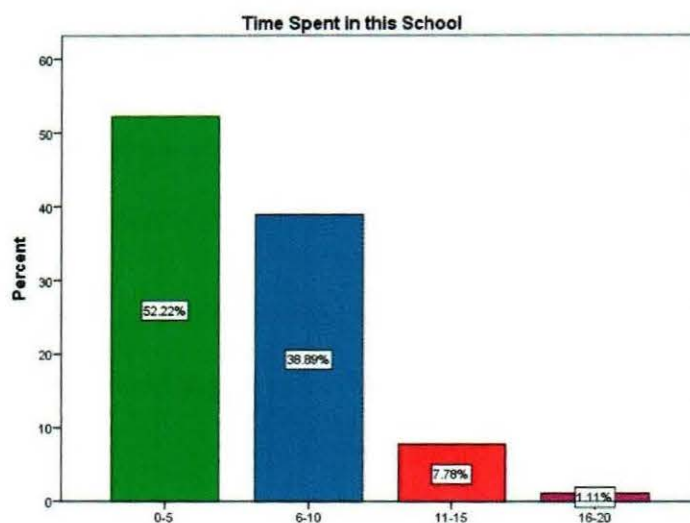


Figure 4.1: Distribution of Respondents by Time (Years) Spent in this School

Source: Primary data 2016

Figure 4.1 indicates that most of the respondents 52% have been in the schools less than five (5) years, followed by 39% between 6-10 years and very few only teachers have stayed above 10 years. The study found that very few teachers have served in their schools for more than 10 years while majority (91%) have worked for less than 10 years in the schools, which means that there is high turnover in Sironko district Secondary schools.

From the interviews held, it was reported that there a big number of teachers who had transferred, the discussion was that most of them were not satisfied with workstations, others said it was normal since its part of government policy. I was interested in knowing why? And one respondent told me that motivation at their station was lacking and poor leadership styles of school administrators.

‘In Sironko High School for example when you are not a Muslim it becomes hard for you, during Ramadan, teachers are not given lunch yet our school has some teachers who are non-Muslims. Some of the Christian teachers find this strange and it becomes hard to perform in such school’.

The DEO in the interview reported “most of the teachers join our secondary schools to attain pay roll status after which they begin to pressurize the head teachers to release them for other urban schools”.

From the documents observed, the results were in agreement with the DEO where the first year of operation in Seed schools the number of teachers was found to be seventeen and above but later started to dropping after just two years. For example Bugambi Seed started with 17 teachers but

now only 9 are present the rest left the school. This implies that the quality of teaching in this school is now poor since the qualified left i.e. they only target to enter pay roll in the rural schools.

4.3: The Effect of Intrinsic Motivation Strategies on Teacher performance

This study explored the effect of intrinsic motivation strategies on Teacher performance in Government Aided Secondary Schools. Data was collected from the teachers, about their level of job satisfaction, working conditions, recognition, career development and the Level of involvement in decision making. These served as measurement of motivation parameters in relation to Teacher performance.

To respond to the first objective, a series of questions were asked. Responses “strongly agreed” and “Agreed” are reported as “Agreed” while “Strongly Disagree” and “Disagree” are reported as “Disagreed”. Therefore, data presented in tables and figures below are reported in terms of Agree, Disagree. Questionnaires were given to 90 respondents and interviews were conducted to head teachers and DEO. The responses are summarized in table below

Table 4.5: Teachers’ level of agreement to job Satisfaction in their Schools

Job Satisfaction	Frequency	%
Strongly Agree	17	18.9
Agree	39	43.3
Disagree	16	17.8
Strongly Disagree	18	20
Total	90	100.0

Source: Primary Data, 2016

The questionnaire findings from 62% of the respondents agreed that they were satisfied with their job while 38.8% disagreed. This implies that though majority are satisfied with their jobs there is a lot that needs to be done to make the 38% satisfied. From the interviews many respondents reported that many teachers are inspired to work mainly because they love teaching as a profession, while others have to work to cater for their family needs.

This was asserted by one of the senior female teachers in school ‘D’,

“I have to work to look after my family, if I don’t it means my children will not study since am only one parent providing for them”

Figure 4.2: Working Conditions in the Schools

The study investigated the working conditions of teachers to get the true image of teachers’ motivation at the different centers as presented in a chart below.

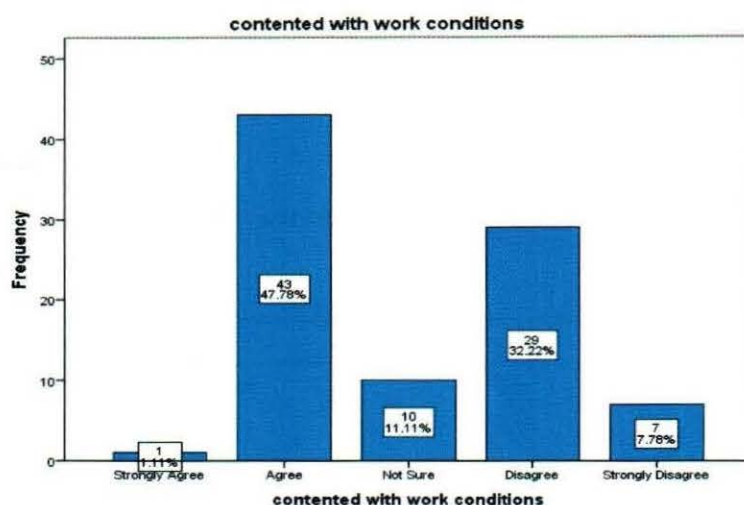


Figure 4.2 shows teachers level of agreement on working conditions in their Schools

Source: Primary Data, 2016

It was found out that 49% of the respondents amongst teacher accepted that they were contented with the work conditions while 40% opposed this view and the rest (11%) were not sure. Since the percentage of those who agreed was still below average, it implies that the working conditions in secondary school in Sironko are poor.

Majority of the head teachers and DEO results established that on average the working conditions were fair. This was seen from availability of classrooms, staffroom, furniture and stationary. However some interviewee respondents (about 50%) were not pleased with work conditions saying their schools were lacking a lot and were working with relevant authorities to improve.

In the interviews conducted, one of the head teachers of school 'B' said;

“If only government could construct science laboratories, library and staff houses like it have done in seed schools, the working conditions world improve and for sure this can motivate teachers to perform”. Majority of the schools don't have accommodation for teacher, laboratories and library. This makes work very challenging for teachers and as a result it lowers their interest and performance.

Table 4.6: Teachers levels of agreement to recognition for the good Work in the Schools

Recognition	Frequency	%
Strongly Agree	16	17.8
Agree	45	50.0
Disagree	20	22.2
Strongly Disagree	9	10.0
Total	90	100.0

Source: Primary Data, 2016

The results in the table 4.6 showed that 68% of the respondents agreed they were recognized for their work while 32% disagreed. This brings out the implication that schools did recognize their employees especially the teachers, therefore, recognition was a less contributing factor to teachers' demotivation in secondary schools in this district. This was not any far different from interviews which as well revealed that recognition is vital and most administrators tried to recognize their staff for the work they performed in schools.

In the responses, one teacher said,

"The school has always tried to recognize whoever does his best through rewarding certificates annually and some few incentives within our means. This has continued to encourage some of us to stay and work. I have now finished seven years at this station because of that relationship"

The documents indicated that some teachers had been rewarded with certificates and allowances for their contributions towards their schools.

The DEO in the interview said,

"Recognition in form of certification, praises, and end of year parties are always there in the schools but most of our teachers are only concerned with monetary recognition of which most the USE secondary schools in the district cannot afford"

This leaves majority of the teachers wishing to transfer to other schools in the country which are non-USE and offer financial support outside the normal government salary. The results are presented below.

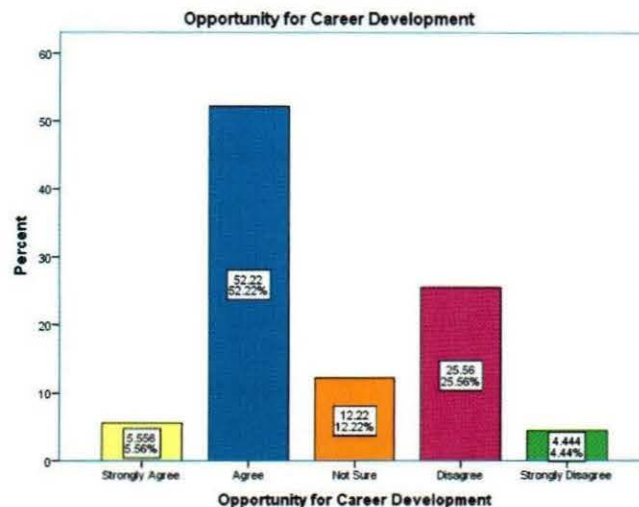


Figure 4.3: Opportunity for Career Development

Source: Primary data, 2016

Figure 4.3 shows that majority of teachers (58%) accepted and (30%) were not in agreement with this view. This implies that slightly more teachers are given opportunity for Career Development in their schools which is an indication that they are partly motivated by this move.

The interview results showed that schools were not doing enough on career development. Some head teachers' said that their schools never stop any one from going for further studies as long as they could afford to pay for themselves. They advise teachers to apply for study leave without pay in order to have them around for work.

However, majority of the schools facilitated science teachers for secondary science and mathematics teachers' (SESEMAT) programs which is an in-service program for secondary teachers. The teachers reported that their schools hardly conducted workshops or seminars especially for arts subjects. The teachers depended on their notes and some few textbooks in the library.

The documents sampled indicated some schools had not organized seminars nor participated in some workshops apart from SESEMAT workshops only for science teachers and didn't cater for other subjects. The implication of all this is that schools haven't done much towards retooling of teachers hence low performance of staff.

One science teacher wrote and said as much as SESEMAT is for science and mathematics teachers, the head teachers only picks a few to attend and the rest of us remain at school. This in its own way demotivates us to work in this school since these certificates may be considered in future for promotion in the service as observed in the recent promotions of education officers to senior positions where most SESEMAT trainers were considered.

Table 4.7: Teachers level of agreement on decision making in the Schools

Decision making	Frequency	%
Strongly Agree	7	7.8
Agree	42	46.7
Disagree	20	22.2
Strongly Disagree	21	23.3
Total	90	100.0

Source: Primary Data, 2016

The findings from 55% of the respondents agreed that they are involved in decision making at their schools while as 45% disagreed which means that to a large extent teachers do participate in decision making though there is need for improvement in some schools.

In the open ended questionnaire it was revealed that though teachers are involved in decision making in most schools, their inputs at times stops on paper and they are not implemented as

agreed about. This demotivates a number of them from even attending staff meetings since what they discuss is never implemented.

Interview explanations did reveal that teachers are involved in decision making. This is through conducting meetings to discuss school issues, set agenda for the school and put up departments where they can communicate and come up with work plans for every department. The surprise finding was that in some USE schools some decisions are reversed and interfered with by politicians.

The interviews also indicated that teachers are not happy with the decisions taken some times by the school administration especially on finances as they are less involved in the process even for requirements at subject and department levels.

The documentary findings further established that on average a good number of schools availed teachers with adequate information, which means that schools still have a big challenge of providing adequate information to their staff.

The document results from all schools established beyond doubt that schools provided stationary to their teachers, which could have maintained them to stay longer and longer in their schools.

Lastly, from the findings of question two, the researcher concludes that the more teachers were given administrative support, the more they were likely to perform at their schools.

Table 4.8: Relationship between Intrinsic Motivation and Teacher performance

Correlations		
	Intrinsic Motivation	Teacher performance
Intrinsic Motivation	Pearson Correlation	.305**
	Sig. (2-tailed)	.000
	N	90
Teacher performance	Pearson Correlation	.305*
	Sig. (2-tailed)	.000
	N	90

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

The results show that the correlation coefficient is 0.305** and its significance level 0.01. This implied that intrinsic motivation significantly influences Teacher performance. Therefore according to the results there is a positive relationship between intrinsic motivation and Teacher performance in Sironko District. This means that if intrinsic motivation strategies like working condition, career development and recognition are improved, there can be an improvement in the performance of teacher's hence good student's grades.

Table 4.9: Regression analysis for Intrinsic Motivation and Teacher performance

A regression analysis for Intrinsic Motivation and Teacher performance was run and the results from the analysis are below in table 4.9

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305(a)	.391	.334	1.675

a Predictors: (Constant), (Intrinsic Motivation strategies)

Table 4.9 provides the R and R² value. The R value is 0.305, which represents the simple correlation and, therefore, indicates a low degree of correlation. The R² value of .391 indicates

how much of the dependent variable Teacher performance can be explained by the independent variable Intrinsic Motivation. In this case, 0.391 can be explained, which is very large. The standard error of the estimate is 1.675 and the adjusted R square value is 0.334. Therefore the adjusted square value of .334 implied that Intrinsic Motivation predicts Teacher performance in Sironko district; in other words Teacher performance in Sironko district is dependent on Intrinsic Motivation by 33.4%.

4.4: The Effect of Extrinsic Motivation Strategies on Teacher performance

This study explored the extrinsic motivation strategies that affect Teacher performance in Government Aided Secondary School in Sironko District Uganda. Opinions of teachers were collected on the adequate Salary, P.T.A allowances, Housing facilities, meals, Medical care and Transport allowance. Data was collected from the respondents and the results are presented below. The findings for this particular objective were quantified in percentage form and presented in tables and figures for easy interpretation.

The results of teachers' response to salary increment as a way of motivation to perform is as in table below:

Table 4.10: Teacher's level of agreement on Salary Increments in the Schools

Adequate Salary	Frequency	%
Strongly Agree	6	6.7
Agree	26	28.9
Disagree	41	45.6
Strongly Disagree	17	18.9
Total	90	100.0

Source: Primary Data, 2016

The findings from 36% of the teachers revealed that they were paid adequate salaries as opposed to 64% who disagreed; this gives an implication that teachers are demotivated by inadequate salaries as observed in the table 4.10.

In the open the open questionnaire one senior teacher from school 'W' is quoted to have said,

"I have an extended family with very many children majority are in higher institutions of learning yet the salary I get is very little compared to the cost of living, you can't tell when you will be paid, this makes me look for other options of survival and my learners get affected"

This implies that most teachers are not contented with the salary given to them and hence not motivated to perform their professional duties. Instead they prefer to do other businesses in order to earn a living.

"one respondent indicated that on top of little pay the working conditions, even the little is paid in installments especially to some of us who are not on government pay roll and this is after it has accumulated at least to two/three months, our bosses only continue promising a better pay in future".

The above wasn't any different from interview findings which reported that teachers had continued to suffer from inadequate salaries as compared to the cost of living, teacher student ratio in schools and the time allocated towards this noble cause.

The documents as well revealed that most teachers on temporary basis were earning as low as 150,000 per month and paid in installments as seen from some financial record documents of the school, however teachers on pay roll were generally paid though there were cases of underpayment to few teachers.

Some head teachers agreed with the documentary information saying

“For us in USE schools we pay only when funds are released by government otherwise no alternative source. Like for third term, salaries for November and December are paid in February when the release of term one is made to the schools”.

This move surely demotivated teachers and most of them tend to move away from the schools in the district hence affecting the quality of education.

Table: 4.11: Teachers’ responses on provision of P.T.A allowances in the Schools

PTA allowances	Frequency	Percent
Strongly Disagree	5	5.6
Disagree	29	32.2
Agree	35	38.9
Strongly Agree	21	23.3
Total	90	100.0

Source: Primary Data, 2016

On the issue of PTA allowances, 38% of the respondents agreed that their schools pay PTA allowances to them while as 62% disagreed which means that majority of the schools don’t give PTA allowances to their staff. This could be the reason why schools continue to register poor performance of schools in Sironko district.

In the interviews conducted, it was discovered that majority of the schools did not give attention to PTA allowances because of the inadequate school finances. One of the head teachers asserted that;

“How do you give attention to allowances when you haven't catered for basic needs like meals for staff, instructional materials amongst others? We would wish to give out allowances but we are limited with finances”. This means that those schools can't support teachers' in terms of allowances to supplement their salaries.

Another interviewee said, *“it's very hard for the school to pay allowances because we depend on government grants which are untimely and very little, the students don't pay anything, a head teacher in the neighborhood was interdicted for charging 2000/= from candidates for extra lessons”*

From documentary review, it was seen that the boarding schools gave some incentives to teachers in form of P.T.A allowances however little it was. This in a way motivated them and could be a reason for their fair performance in their schools. However of the nine schools sampled only two were boarding schools meaning that the impact was minimal on teacher performance in the district.

Provision of Accommodation in the Schools

The respondents were sampled to establish the availability and provision of accommodation to teachers and their responses were summarized in figure 4.4 below

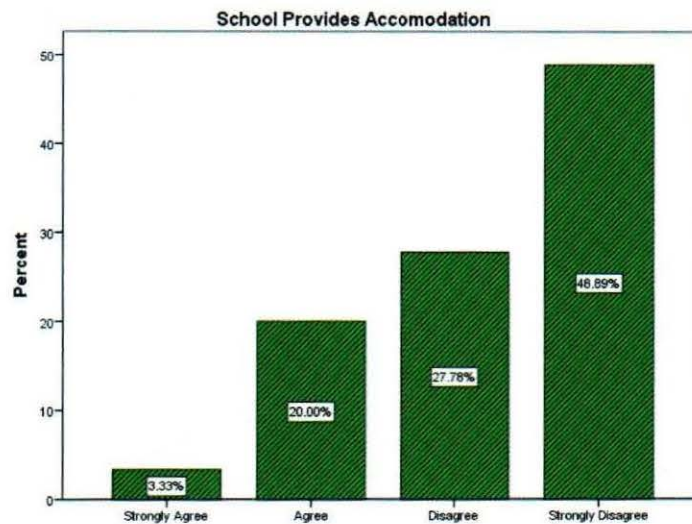


Figure 4.4: Teacher`s level of response to accommodation status in their Schools

Source: Primary data, 2016

The findings from 33% of the respondents established that their schools did provide accommodation to their staff while 77% disagreed, which gives an indication that schools generally lacked accommodation for their teachers. In the open questionnaire majority of the respondents indicated that teachers provided their own accommodation with a few schools providing accommodation to top administrators.

However from the interviews, the respondents said that schools haven't done much on accommodating staff.

The respondents reported that on average, schools had tried on sufficient classrooms which motivated the teachers to like the schools, though this was opposed by 45%, implying that most schools had enough classrooms for lessons. One of the interview respondents is quoted to have said,

“Our school has very good classrooms, teachers’ houses, desks which motivate me to work without having much desire to leave for better schools”.

From the documentary review instrument, few schools were seen with records of staff allocations for accommodation in staff quarters but only in two schools. Other schools rent for their teachers in the neighboring centres while the rest of the schools had no documents on teacher’s accommodation a clear manifestation that they look after themselves. This move demotivates teachers and could be the reason for poor performance but also high rate of turnover in Sironko district.

Provision of Meals in the Schools.

The study sought to find out about the status of meals in secondary schools. This was important in giving the true picture on whether schools provided meals to their staff as a motivation strategy and the results were presented in graph 4.5 below

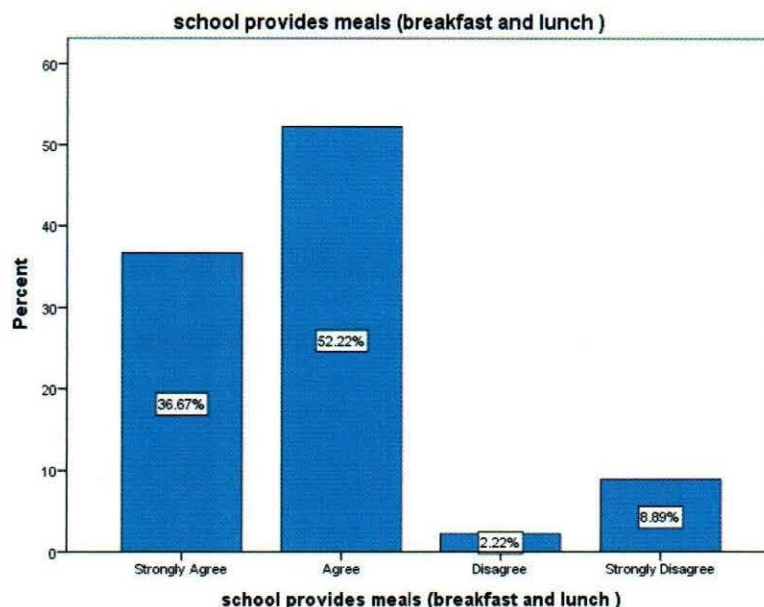


Figure 4.5: Teachers level of agreement on provision of meals in the Schools

Source: Primary data, 2016

The questionnaire results from 89% of the respondents indicated that schools provided meals to their staff as opposed to 11% who disagreed that they are rarely provided with meals. The implication given is that most schools provide meals to their teachers which motivates them to stay and work. In the open questionnaire most teachers showed that they are given meals. However, the surprise findings were those schools only provided posho and beans, they rarely have balanced diet for teachers.

A respondent said on lunch they at times miss and when they contact administration on this, they are told they are being helped otherwise they are supposed to provide food for themselves

The results were in agreement with the information given by the administrators during interviews where majority said meals are provided at school although the quality is sometimes compromised due to limited funds.

One of the interview respondents asserted that;

“Their school provides lunch but they wish to also have supper so that they save on the little salary that government pays”

From the documentary review, some schools had evidence of giving food rations monthly and this was in agreement with the interview with the head teacher but was seen in two schools. For this reason most teachers in these schools seemed to be more stable than those in other schools. Hence motivation is a key factor in performance. This implies that meals provided at school motivate some teachers to stay and work especially the young and unmarried but others feel otherwise.

Table 4.12: Teachers views on provision of medical care in schools

Medical Care	Frequency	Percent
Strongly Agree	5	5.5
Agree	11	12.2
Disagree	28	31.1
Strongly Disagree	46	51.1
Total	90	100.0

Source: Primary Data, 2016

On provision of medical care to the staff, 18% of the respondents agreed while 82% disagreed meaning that schools hardly give medical care to their staff which demotivates them for effective and efficient performance.

The interview results showed that schools don't provide medical care to its employees apart from some small first aid in a few schools, when a teacher falls sick he pays for his/her medical bills. A

respondent reported that whenever they request their employers for medical care, they are told that it is catered for in their salary and at times told to go to government health centers.

The documents especially on school budgets and expenditure showed majority of the schools operate without any vote on medical care apart from Panadol, metrol and glucose that are mainly used during games and sports.

The documents also revealed there was no evidence of teachers being given medical care by schools. Some few cases of students were registered for the drugs given while at school.

One of the teachers reported that, they were always referred to government health centres where they hardly get the required medication as a result they get frustrated and lose moral to perform.

Provision Transport Allowance in the Schools

The teachers were sampled to establish their take on whether schools provided transport allowances. The findings are presented in figure 4.6 below

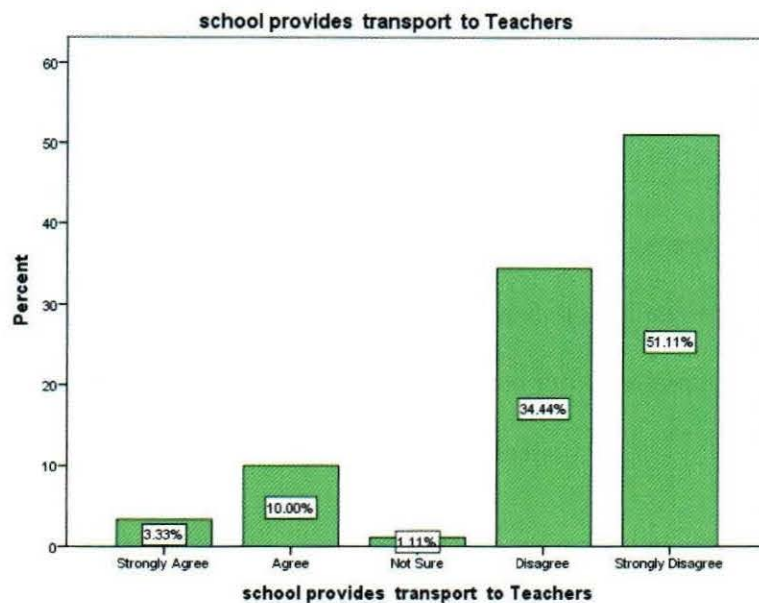


Figure 4.6: Provision Transport Allowance in the Schools

Source: Primary Data, 2016

The study found out from 13 % of the respondents that their schools provided transport allowances which was opposed to 87% who disagreed. This means that teachers were not provided with transport allowances. In the open questionnaire most of the respondents reported that their schools did not provide transport allowances yet majority of them were coming from very far distances.

The above is in agreement with interview results where most respondents denied giving transport allowances to their subordinates. This implies that most schools do not provide transport for teachers and this was true according to majority of the administrators. Majority of the teachers are not given transport allowance which impacts on their motivation to work. However for some important issues the school provides transport only to the head teacher whenever it's official.

Documentary review, majority of the schools had expenditure on transport costs for purchasing school items and head teachers' movements. The transport expenditure was as well seen on picking UNEB exams and materials for both O and A level.

Majority of the head teachers interviewed noted that the performance capacity of their schools was quite low. This was mostly in schools which had small population of students, performed poorly academically, lacked staff houses, had few teachers, lacked infrastructural facilities like library, laboratory, etc. and were located in remote areas among others.

In view of the above responses, the general conclusion showed that teacher performance in government-aided secondary schools in Sironko district is still a major problem which needs to be addressed. Findings showed a high turnover rate among the teachers which implied that the level of teacher performance was quite low in secondary schools in Sironko district.

Table 4.13: Relationship between Extrinsic Motivation Strategies on Teacher performance

Correlations			
		Extrinsic Motivation	Teacher performance
Extrinsic Motivation	Pearson Correlation	1	.292**
	Sig. (2-tailed)		.000
	N	90	90
Teacher performance	Pearson Correlation	.292***	1
	Sig. (2-tailed)	.000	
	N	90	90

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

The results show that the correlation coefficient is 0.292** and its significance level 0.01. This implied that extrinsic motivation influences Teacher performance in Sironko district. Therefore according to the results there is a positive relationship between extrinsic motivation and Teacher performance in Sironko

district. This means that if extrinsic motivation strategies like salary increment, transport allowances and Housing allowances are improved, there can be an improvement in the performance of teachers.

Table 4.14: Regression analysis for Extrinsic Motivation Strategies and Teacher performance

A regression analysis for Extrinsic Motivation and Teacher performance was run and the results from the analysis are below in table 4.14

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.292 (a)	.085	.072	4.03197

a Predictors: (Constant), (Extrinsic Motivation strategies)

Table 4.14 Provides the R and R² value. The R value is 0.292, which represents the simple correlation and, therefore, indicates a low degree of correlation. The R² value of 0.85 indicates how much of the dependent variable, Teacher performance can be explained by the independent variable Extrinsic Motivation. The standard error of the estimate is 4.03197 and the adjusted R square value is 0.072. Therefore the adjusted square value of .072 implied that Extrinsic Motivation predicts Teacher performance; in other words teacher performance is dependent on non-monetary rewards by 7.2%

4.5: Level of Teacher performance

This study explored the level of teacher performance in Government Aided Secondary Schools. Data was collected from the respondents, about their level of performance in terms of marking exams and student's books, Time management, Lesson planning, Attention given to student's

needs and participation in co-curricular activities. The findings were summarized as percentages in tables and figures as below;

Table 4.15: teacher`s level of agreement on marking of students books and exams

Marking Books and Exams	Frequency	Percent
Strongly Agree	25	27.8
Agree	59	55.6
Disagree	2	2.2
Strongly Disagree	4	4.4
Total	90	100.0

Source: Primary Data, 2016

The questionnaire responses from 84% of the respondents showed that they marked student`s exercises and exams while 16% opposed, implying that teachers do mark student`s exercises and exams. In the open questionnaire a respondent reported that,

A senior man teacher in school X who had taught for fifteen years asserted that:

“It`s mostly through exercises where you can tell whether students have mastered the skills taught, if you don`t mark students books some students change their attitudes towards learning and they don`t become serious. But exercises, tests and exams brings them to order”

The results were agreement with interviews which established that teachers did mark student`s books especially those of English language and mathematics and exams. Many of the head teachers said.

One newly qualified teacher in school W asserted:

“If you don’t mark books and exams then that calls for disciplinary action which might see you losing your job. Exams reflect what we have taught in a full term, we have beginning of term, mid exams and end of term which are reflected on the report”

In the analysis of the documents which involved looking at student books especially in math, English and biology, report documents per class it was discovered that the teachers did mark which exhibited some level of commitment.

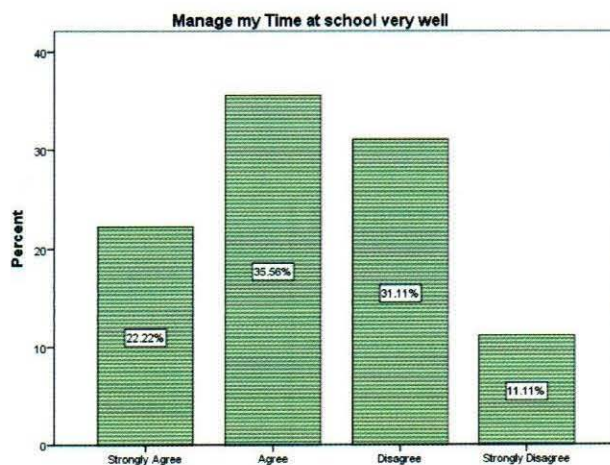


Figure 4.7: Shows teachers level of agreement on Time Management

Source: Primary data, 2016

The findings from the study showed 58% of the respondents agreed that they managed time while 42% disagreed with this statement. This implies that slightly more than a half of the respondents are conscious of time management in their work.

Interviewees reported that majority of their teachers tried to manage time though there is need for improvement.

In the inter one head teacher of school ‘Y’ asserted;

“Some of our teachers come from very far yet we don’t give them transport allowance, this mostly affects the morning lessons which at times go on without teachers and this automatically affects the teachers work.

From the documentary review (arrival book) it was discovered that on average teachers tried to come to school early. The surprise finding was that teacher’s level of absenteeism was at the increase in some schools as seen in the attendance books.

Table 4.16: Teacher’s level of agreement to lesson Planning

Lesson Planning	Frequency	Percent
Strongly Agree	4	4.4
Agree	27	30
Disagree	43	47.8
Strongly Disagree	16	17.8
Total	90	100.0

Source: Primary data, 2016

The results revealed that 34% agreed that they do lesson planning before conducting lessons while 66% disagreed, meaning that most teachers don’t take lesson planning serious or they were faced with some challenges as it required books for preparation.

In the interviews that were held, most respondents concurred that majority of their teachers rarely lesson plan because of limited time in school and lack of instructional materials.

One senior head teacher from school ‘V’ said;

“I have always told my teachers to lesson plan before going to class but majority of them have always ignored and they just go and teach, one time in a meeting a teacher said that even when he lesson plans he does not follow it”

This implies that teachers are less concerned with lesson planning as one of the teacher which affects their performance.

Table 4.17: Level of teachers’ response to learner’s needs

Response to learners	Frequency	Percent
Strongly Agree	11	12.2
Agree	35	38.9
Not Sure	3	3.3
Disagree	28	31.1
Strongly Disagree	13	14.4
Total	90	100.0

Source: Primary data, 2016

The response from the questionnaire indicates 51% in support of the view that they pay high attention to their learners, while 46% disagreed. This implies that on average the teachers’ pay attention to learners needs.

The results were also in line with the head teachers who in the interviews said most of the teachers do not have time in school and hence no time given to the students.

The general observation on ground is that majority of the teachers part time in the mother schools leaving no time to attend to student’s needs. On average science and mathematics teachers have three schools in which they part time while the arts teachers have private business like shops and

others ride boda boda for extra income. This situation leaves students with no attention from the teachers and hence no room for consultation whenever needed.

One senior science teacher in school 'Y' asserted that;

"If I do not part time in several schools it will be had to gather school fees for my children who pay more than the salary I earn in this government school"

Table 4.18: Teacher's level of agreement on participation in co-curricular Activities

Co-curricular activities	Frequency	Percent
Strongly Agree	9	10.0
Agree	32	35.6
Disagree	39	43.3
Strongly Disagree	10	11.1
Total	90	100.0

Source: Primary data, 2016

The findings from 46% of the respondents showed that they did participate in co-curricular activities as opposed to 54% who disagreed, which implies that most teachers rarely get involved with students in co-curricular activities.

One of the senior male teacher said that;

"He gets to his best in sports especially when there are some allowances because in my appointment letter I'm supposed to teach religious education and History so anything outside calls for allowances".

From the interviews with the head teachers, they reported that most of their teachers get to participate in co-curricular activities when there is some allowance without which many just look on and at times you almost just force them.

A senior head teacher in school 'X' asserted

“Co-curricular activities are part of the curriculum in our schools but government never consider them as a priority when sending grants and so participating becomes a night mare”.

As a result teachers who are involved in the preliminaries get discouraged and eventually lose interest in the activities.

The findings from the responses to questionnaires, interview guides and document review conducted for question three showed that motivation strategies have a positive effect on the level of teacher performance in Government Aided Secondary Schools in Sironko District in Uganda.

Basing on the above responses, the performance of teachers was average despite the fact that their motivation was inadequate. Consequently, many respondents advocated for increase in salary and other non-monetary benefits of teachers to match the increasing cost of living in Sironko district in particular and Uganda in general.

It is thus fair to conclude that the majority of the teachers in secondary schools in Sironko district were not well motivated. Despite this, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, marking books and examination of students and participation in other school activities among others.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS & RECOMMENDATIONS

5.1: Introduction

This chapter presents summary, conclusions and recommendations of the study. The discussion mainly contains the key findings. On the other hand, conclusions and recommendations are based on the research objectives and the key findings of the study respectively.

5.2: Discussion

5.2.1: Effect of Intrinsic Motivation Strategies on Teacher performance

It was reported in Sironko district that most teachers in secondary schools are satisfied with their job. Therefore, other intrinsic factors need to be put in place to re-enforce this already available of job satisfaction so as to motivate and retain teachers. Most teachers felt that in government aided schools there is job security and consistent payment as compared to their counterpart in private schools. Thus, on these parameters most of them were contented with their job especially those on government pay roll.

Similar observations were made by Daft and Noe (2001) who also indicated that job satisfaction is key in teacher motivation and performance in service. According to the study made by these two previous researchers, teachers on government pay roll feel more secure and relaxed since they cannot just abruptly loose their job as long as the contract has not been bleached. This alone makes them to become satisfied on their job. However, according to Maslow's theory of hierarchy of needs, this job satisfaction serves very shortly after job acquisition and keep on diminishing with time as ones needs progress from basic to esteem and thus unless other intrinsic like factors of promotion on merit, reward for good work done and recognition are put in place motivation and performance of teacher with time become a nightmare.

The findings revealed that on average teachers were not contented with the working conditions in their schools. Since percentage of those who agreed is still below the average it implies that the working conditions in secondary schools in Sironko are poor. However, with time this contentment may fade out as ones' demands increase. For example at the time of job acquisition the teachers like any other employees have limited plans and hence demands. As time goes on the plan expand and accordingly the demands increase with time.

An overall interaction with the education administrators in this district indicated that only 10 % accepted on poor working conditions which differed from the findings reflected from questionnaires. This is because the word working condition is so broad and hence different individuals understand it differently. For example whereas teachers' views on working conditions was in terms of teaching facilitates, on the other the district administrators only viewed it at a different angle of prompt monthly payment. The findings are in agreement with Musazi (2006) where it was indicated the teacher's turnover in developing countries was attributed to poor working conditions, little or no reward at all, less recognition and promotion. According to Herzberg as quoted by Maicibi, (2003) the working conditions properly manipulated by the management and leadership hence, job satisfaction and subsequently motivation of the employees. As conceptualized by Herzberg, (2003) good working conditions create job satisfactions and motivations both are key to employees' performance in the service which end up yielding dissatisfaction of employees, others leave the organization and develop negative attitudes towards the organization thus affecting their performance.

Working conditions in institutions are very important to the way employees feel about where they work. Employees feel proud of their institutions when conditions are conducive and friendly to the

workforce. In such institutions, they are more concerned with their work environment for both personal comfort and these facilities in doing a good job. Once they are provided to their staff, would enable them perform to their best, they remain committed and interested in the job.

Interview result generally from the responses, indicated that the nature of working conditions determines the teacher's level of performance. In some schools, teachers prefer friendly policies, balance between work and leisure and all other fringe benefits. Where teachers enjoy adequate working conditions, teachers interact, socialize in formulating rules, instituting discipline, teaching, marking and in performing other school activities.

It was also reported that teachers in Sironko district are recognized for the good work they do in their schools. This shows that recognition to a larger extent is exercised in these schools so it could be a less contributing factor to teachers' demotivation in secondary schools in this district. However, loopholes still remains in the recognition process, which motivation to other but could serve the other way round. For example, for recognition to yield a positive impact on teachers' motivation, it needs to be immediate otherwise yields the opposite. These findings are in agreement with Robbins, (2003) who said that in institutions, some employees prefer non-financial rewards like promotions, recognition and praises based on equity for it encourages personal growth, social status, seek for more responsibilities and subsequently job satisfaction and good performance of employees hence, intrinsically rewarding. Therefore, happy workers at the workplace are more productive than unhappy ones. In institutions, teachers who perform well and are properly rewarded, feel intrinsically good or happy for the work performed, therefore, recognizing them with high pay raises, words of praise, recognition and promotional opportunities instill desirable behaviors in employees. However, regardless of these financial and non-financial

rewards, their existence and provision in time, give a more concrete reasons for employees to perform better in the institutions.

It was reported that most teachers receive opportunities for career development in their schools in Sironko district. These results are in line with those obtained from the interviews of the administrator where majority said teachers are given opportunity for career development especially science and mathematics but others chose not to go. This argument however, does not work for arts and language teachers who feel they should also have opportunity for the some programs during holidays like the Science and mathematics which are not yet in place. The findings did not differ from the reports by Godard & Kuo (2004) where they reported that individuals in work settings do not develop independently of the organization as they interact its development through the individual's career progression. When an individual sees development in their chosen career, there opportunity for capacity building and development. Similarly when individuals have career development, it gives assurance of being prepared for bigger tasks such as promotion and career progress follows; this motivates an individual to continue to stay in the organization (International Research Survey, 2005). Career development would therefore involve management strategies' like workshop, delegation of role and participative involvement of all teachers. These aspects are rarely practiced in schools in Sironko district which thus affect their morale in the system and could be contributing to their poor performance.

Averagely, the findings shows that teachers are involved in decision making. This reveals that some teachers are involved in decision making and internally they are motivated to work in their schools. The interviews also indicated that teachers are not happy with the decisions taken some times by the school administration especially on finances as they are less involved in the process

even for those requirements at subject and department levels. They feel that administrators take critical decisions at that level which does not motivate them and as a result they are demotivated hence they wish to leave a given school or slide off from the entire teaching profession. These findings are in agreement with Mullins (2002) who reported that empowering allows employees to greater freedom, autonomy and self-control over their work and responsibility for decision-making. When an employee has the right to take initiative and be responsible for actions taken, he feels part of the decision makers in the organization. This motivates them to stay in the organization.

5.2.2: The Effect of Extrinsic Motivation Strategies on Teacher Performance

It was reported that most of the teachers are not satisfied with the salaries they receive. It is inadequate salary and unable to meet their needs given the high standard of living and inflation. This implies that most teachers are not contented with the salary given to them and hence not motivated to work. As a result most of the teachers prefer to do other businesses and transfer to other places in order to improve their income. Others argue that on top of little pay the working conditions and lack of Parent teachers association (PTA) allowances in most schools worsen the already fragile conditions on the ground. Thus, teachers under such conditions are kept in school like rats in cage and only look for alternative to jump from the so called working “prison”. These findings are in line with those of Morrison (1997) who said that salaries and wages paid to teachers in secondary schools as a motivating factor are still very low and this has resulted into poor or no performance, high labor turnover and strikes by the teachers and lecturers in various institutions.

The study also revealed that on average, very few schools pay PTA allowances to teachers. This implies that most of the secondary schools in Sironko district do not pay PTA allowance to their

teachers and for those that pay it is irregular and unpredictable. As a result most teachers are demotivated and wish to leave the schools they work in. The results from the interview slightly agreed with the teacher's view point claiming their schools are under Universal Secondary Education (USE) schools and government gives little grants (money) and not promptly released. Hence operate a fixed budget which cannot support teachers' in terms of allowances to supplement their small pay and bail them out in case of delay in salary payment which is a common phenomenon in this district. On the other hand some of the administrators complained that parents in their schools do not support teachers financially because they believe the salary given by government is good enough to motivate the teachers. Ideally looking at the current cost of living combined with inflation rates, monthly pay alone cannot maintain a teacher in the teaching profession. These findings are in line with Dessler, (2003) who attached much value to fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance and hence stay in the institution. However, these do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which has also affected their actual performance.

It was reported that majority of the teachers in Sironko district are not accommodated by the schools. The implication of this is that most of the teachers look for their own accommodation hence demotivated by the move but also gives them chance to stay in their places of convenience where they can do other businesses other than school work. Similarly administrators in the interview agreed with the teacher's response saying government has not taken staff houses as a priority especially in the day schools which are the majority in Sironko district. The few teachers

who are accommodated are those in boarding schools where accommodation is provided by the PTA and BOG. Similarly, Okino (2008) said that the provision of houses to teachers was a major incentive to teachers' performance. Head teachers do not live near schools; thus spending a lot of time traveling to schools which has not been fulfilled up to now. This challenge of inadequate accommodation for head teachers varies from district to district and Sironko is among the worst districts in this regard. Therefore schools which do not have houses for the head teacher then the situation for teacher is even more vulnerable which forces them to rent or stay far from the school and yet cannot afford the daily transport cost.

The study also discovered that almost all the schools in the district provided meals for the teachers. This implied that most of the teacher have break tea and lunch at school in Sironko district. The results were in agreement with the information given by the administrators during interviews where majority said meals are provided at school although the quality is sometimes compromised due to limited funds. This is in agreement with the finding of Kyambalesa, (2000) where he reported that head teachers in secondary schools in Uganda generally strive to provide meal to their teachers. However, a lot of improvement is needed pertaining to the diet provided and quantity of meals so as to act as motivating factors in this regard.

The study revealed that very few schools provide medical care to the teachers. This implies that most schools do not have medical care given to the teachers apart from those in boarding schools the head teachers said they offer some medical services to their teachers. Teachers like other people are subject to sickness with member of their family of which they are responsible too. Thus, in times of sickness they concentrate on looking for alternative ways of getting medical attention other than concentrating on their job. These findings are in agreement with Mullins (2002) who

discovered that for better motivation of teachers like all other civil servants there is need for medical facilities to be provided or otherwise risk losing them into other professions.

It was also found out that teachers in Sironko district do not get transport allowance from their schools. This implies that most schools do not provide transport for teachers and this was true according to majority of the administrators in the interviews. Majority of the teachers' lack of transport facilitation was one of the demotivating factors in their schools and yet most of the schools are hard to reach and stay in this district. This situation is worsened by the fact that teachers do not have accommodation at school and most of them reside far away from their respective schools. This psychologically tortures them to report on daily basis and to look for transportation money. In the long run some plan to leave the teaching job in case any chance erupts anywhere and hence never perform in schools.

5.2.3: Level of Teacher Performance in Sironko District

It was reported in Sironko district teachers are committed to the work. The implication of this is that despite the poor working conditions, low pay and other demotivating factors majority of the teachers in Sironko district are still committed to their work in schools. However from the document analysis and the administrator's interviewed the results contradict sharply with those from questionnaires. Most administrators say teachers are hardly committed to their work in school. This was proved by the level of absenteeism as observed in the teacher's attendance books, lack of planning for the lessons and the number of lessons un attended too. Thus, the result obtained from questionnaire cannot be relied upon since teachers are not angels who can work under poor conditions with little and impromptu pay and remain committed. Thus, the researcher to a larger extent agreed with the findings on document analysis and disagreed with those from

questionnaire just like a common saying that “a motivated creature is more active than non-motivated creature”. Thus, poor motivation leads to less commitment and Teacher Performance in the teaching profession. These findings are in agreement with Kyambalesa, (2000) who said that managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, the researcher feels that through discussions and interactions with teachers’ enable them to fully exhibit their potentials, become more committed, responsible and accountable at the workplace. Thus, in order to retain teachers in secondary school in this district, good motivation strategies like allowances, recognition and general working conditions need to be put in place or else leave the current situation to escalate.

The findings from the study shows teachers manage time well in the district. This implies that slightly more than a half of the respondents are conscious of time management in their work place. On the other hand the interview results indicated the majority of the teachers do not keep time and never do their work on time. For accuracy to be attained they want extra pay otherwise no results. The administrators also observed that most of the teachers respond very first when the activity is tagged to payment e.g. PTA allowance attached to performance or duty allowance. This therefore means that time management is poor in schools because the teachers are not motivated to work. As a result they are mostly likely to escape from the profession before the required time of retirement which would make the schools to lose experienced teachers and hence affecting the education system in the district. These findings are in agreement with Cox (2009) who said that most of the teachers arrive late for duty and leave early a sign they are not motivated to work and stay in the schools. Some teachers claim they move long distances to reach school and yet the

schools do not offer transport. As time goes on this makes them become fatigued and think outside the box to find something else to do other than teaching

It was found out that only (30%) of the teachers agreed that they plan their lessons before teaching. The interview results are in agreement with the teachers' responses where the administrators said teachers never have time to prepare for the lessons because they are never in schools. They emphasized that over (80%) of the teachers part time and therefore always rushing to teach and move out of the school. They argue that this condition is worsened by lack of accommodation in school which would keep them around to plan in their free time. Hence the teachers' morale to work is very poor because they claim not to be motivated by the working conditions. In the documents analyzed, most teachers have record of work covered, schemes of work but no lesson plans. This is a clear indication that planning in secondary schools is a nightmare as said by most secondary teachers who believe lesson planning is for primary teachers. SESEMAT an in service training body of the ministry of education reported one of the biggest challenges in secondary school teaching is lack of lesson planning.

It was reported on average the teachers' pay attention to learners needs in Sironko district. The results are in line with the head teachers who said most of the teachers do not have time in school and hence no time given to the students. The general observation on ground is that majority of the teachers part time in the mother schools leaving no time to attend to students. On average science and mathematics teachers have three schools in which they part time while the arts teachers have private business and others ride bodaboda for extra income. Similarly, Masaba (2013) found out that majority of the teachers are even never in the staff rooms to attend to students' issues and this is evidenced by the attendance books where teachers only report days they appear on the

teaching time tables. This factor is accelerated by lack of accommodation in schools and poor road network coupled with no transport provided by the schools. All these observations indicate that teachers are not motivated to attend to students leaving them alone to plan for strikes which are common in schools.

The findings from respondent's showed majority of the respondents are not willing to perform other responsibilities in school. Most teachers claim the teaching load given them is big enough to add on anything else for those who accept to work have low morale until when an allowance is attached. Interviews with administrators were in agreement with the responses of the teachers. The administrators claim teachers performance is too low much as government has improved their pay. They say most of the teachers prefer part teaching than participate in other school activities. For example marking of students work books and even examinations is a nightmare as evidenced by the document analysis. The study findings are similar to Acheampong et al (2003) who concluded that teacher morale was 'reasonably high'. In this study, only 13 percent of teacher respondents indicated that they 'did not enjoy teaching' although nearly one-third stated that they did not intend to remain in the teaching profession.

5.3: Conclusions

It was concluded that good working conditions like holidays, trainings, leaves, medical packages and transport coverage instills high level of commitment to staff and subsequent motivation and hence effective teacher performance. Therefore, favorable working conditions are necessary to improving teacher performance for students to get good grades.

It was concluded that, payment of good salary, PTA allowances, provision of accommodation, transport, medical care, meals at school and other fringe benefits are paramount on the teacher performance.

Motivation and Teacher performance remain much linked and thus one cannot exist without the other. Therefore, any default in motivation strategies, either intrinsic or extrinsic by management would accordingly have negative consequences on level of teacher performance in secondary schools in this district.

5.4: Recommendations

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

There is need to cater for both extrinsic and intrinsic factors as motivation strategies to enhance teacher performance in government aided secondary schools.

Schools should use increment of salaries in order improve the performance of teachers since it can enhance employee commitment, enhance timeliness and attention to student's needs. This can lead to improved performance of teachers and learners.

Ministry of education and sports should make timely release of Universal secondary education grants to schools to enable administrators plan for teachers and motivate them to perform better.

Government should allocate more funds to schools for accommodation of teachers as a way of motivating them to work in the schools they are posted and perform better.

Administrators should make timely payments, to teachers if any for the additional responsibilities given.

Administrators need to recognize the performance of teachers by knowing who performs what, when and how, is necessary so that rewarding them with allowances is done accordingly.

5.5: Areas for Further Research

There is need for further research on the following project.

- Effect of motivation on performance of teachers in primary schools.
- Relationship between Effective Communication and Teacher Performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondents,

I am **Namisi Geoffrey** a Student at **Kyambogo University** offering a course leading to the award of a Degree of Master of Education in Policy, Planning and Management of Kyambogo University. You have been selected to participate in the study titled “**Motivation Strategies and Teacher Performance in Government aided secondary Schools in Sironko District**”. Your contribution towards this study will be highly appreciated. Tick or write in the space(s) where applicable. The information provided will be kept with strict confidentiality and for research purposes only. You may not write your name on this questionnaire.

SECTION A BIODATA

1. Gender

(a) Male [] (b) Female []

2. Age bracket

(a) 20 – 29 [] (b) 30 – 39 [] (c) 40 – 49 [] (d) 50 + []

3. Level of Education

a) Secondary [] b) Diploma [] c) Degree [] d) Masters [] e) PHD []

4. Employment status

a) Full employment [] b) Part-time [] c) Contract [] d) Casual []

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

a) 0 - 5 [] b) 6 -10 [] c) 11-20 [] d) 21-30 [] e) Over 30 []

SECTION B: INTRINSIC MOTIVATION STRATEGIES

Intrinsic motivation is the driving force from within the person or from the activity itself which affects behavior, performance, and wellbeing.

B. For each of the following statements, about intrinsic motivation, please indicate (by ticking✓) the extent to which you agree them, using the following scale: (Strongly Agree (SA), Agree (A), not sure (NS), Disagree (D) and Strongly disagree (SD)).

	Intrinsic motivation strategies	Response				
		SA	A	NS	D	SD
B1	I'm satisfied with my job					
B2	I'm contented with the working conditions in my school					
B3	My school recognizes the teachers for the work done					
B4	I'm given opportunity for career development					
B5	I'm involved in decision making					

SECTION C: EXTRINSIC MOTIVATION STRATEGIES

Extrinsic motivation is concerned with satisfactions derived from payments, material possessions, prestige, and positive evaluations.

C. For each of the following statements about extrinsic motivation, please indicate (by ticking✓) the extent to which you agree them, using the following scale: (Strongly Agree (SA), Agree (A), not sure (NS), Disagree (D) and Strongly disagree (SD)).

	Extrinsic motivation strategies	Response				
		SA	A	NS	D	SD
C1	The school pays adequate salary					
C2	Our school pays teachers PTA allowances					
C3	The school provides meals (breakfast and lunch)					
C4	The school provides us with accommodation					
C5	The school provides medical care					
C6	Our school provides transport to Teachers					

SECTION D: LEVEL OF TEACHER PERFORMANCE

D. For each of the following statements about the level of teacher's performance. Please indicate (by ticking✓) the extent to which you agree to them, using the following scale: (Strongly Agree (SA), Agree (A), not sure (NS), Disagree (D) and Strongly disagree (SD)).

	Performance of teachers	Response				
		SA	A	NS	D	SD
D1	Marking students books and exam					
D2	I manage my time at my school very well					
D3	I Plan all my Lessons					
D4	I pay high attention to my learners					
D5	I Participation in co-curricular activities					

E. What challenges do you face in relation to motivation as a teacher in this school?

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F. What do you think can be done to improve the performance of teachers in this school?

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END
Thanks for your cooperation

APPENDIX II: INTERVIEW GUIDE

Dear respondents,

I am **Namisi Geoffrey** a Student at **Kyambogo University** offering a course leading to the award of a Degree of Master of Education in Policy, Planning and Management of Kyambogo University.

You have been selected to participate in the study titled “**Motivation strategies and Teacher Performance in Government aided secondary Schools in Sironko District**”. Your contribution towards this study will be highly appreciated. Information provided will be kept with strict confidentiality and for research purposes only.

Title of the Key informant.....

H. What forms of incentives are given to motivate teachers in this school/District?

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I. Do you think teachers are satisfied with the incentives given in the school/District?

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Support your answer

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J. Comment on the Teacher performance in this school/District

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K. Despite your efforts to motivate teachers what challenges do they face in this school/ District?

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L. What do you think can be done to improve the performance of teacher in this school/District?

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END

Thanks for your cooperation

KYAMBOGO



UNIVERSITY

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Tel: 041 - 285211 Fax: 220464
www.kyambogo.ac.ug

Department of Educational Planning Management

Date: 3rd October 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

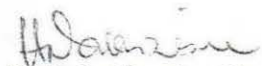
RE: NAMISI GEOFFREY - REG. No.12/U/108/GMED/PE

This is to certify that **Namisi Geoffrey , Reg. No. 12/U/108/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:

***Motivation Strategies and Retention of Teachers in
Government Aided Secondary Schools in Sironko
District, Uganda.***

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.



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