

**STAFF MOTIVATION AND TEACHERS' PERFORMANCE IN PRIMARY
SCHOOLS IN UGANDA
A CASE OF SELECTED PRIMARY SCHOOLS IN BUSOLWE SUB- COUNTY
IN BUTALEJA DISTRICT**

AKINYI ELIZABETH

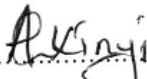
BU/UP/2019/3450

**A DISSERTATION SUBMITTED TO FACULTY OF SCIENCE AND EDUCATION
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF BACHELORS' DEGREE EDUCATION PRIMARY
OF BUSITEMA UNIVERSITY**

APRIL, 2023

DECLARATION

I AKINYI ELIZABETH declare that I am the rightful author of this research titled; "Motivation and Teachers' Performance in primary schools in Uganda a case of selected five primary schools in Busolwe Sub County in Butaleja District and any assistance received in its preparation is fully acknowledged. This research has never been presented to any other University or institution for any academic award whatsoever.


Signature: 

Date: 31/03/2023

AKINYI ELIZABETH

APPROVAL

I hereby approve that this research study titled “Motivation and teachers’ performance in primary schools in Uganda a case of five selected primary schools in Busolwe Sub- County in Butaleja district” has been written under my supervision and is now ready for submission.

Signed 

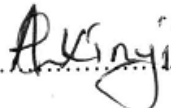
Date 5/04/2023

DR. BOAZ GEOFFREY HIIRE

Supervisor

DEDICATION

This work is dedicated to my dear parents, my husband and my children for the encouragement and financial support accorded to me during the period I was pursuing this study.

Signature: .....
AKINYI ELIZABETH

Date: 31/03/2023

ACKNOWLEDGMENT

I wish to thank all individuals that contributed their effort and pieces of advice to ensure the successful compilation and completion of this research study. I can never be able to repay them all.

First and foremost, I would like to thank God for the gift of life and health, and my family members for the vital support and endurance of my absence whenever I would leave for studies.

I am very grateful to my supervisor; Dr. Boaz Geoffrey Hiire for guiding me in the formulation, execution and write up of this dissertation.

My pleasure and thanks go to my course mates for the cooperation and help rendered to me. I also register my gratitude to Butaleja Local Government and the Education Department for the support rendered to me while I had gone for further studies.

Without forgetting I would like to appreciate the management and staff of the respective schools where the study was conducted. Thank you very much.

May the Almighty Lord bless abundantly.

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
APPROVAL	Error! Bookmark not defined.
DEDICATION	iii
ACKNOWLEDGMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF ABBREVIATIONS.....	ix
LIST OF TABLES	x
LIST OF FIGURES	xi
ABSTRACT.....	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study.....	5
1.5 Research questions.....	6
1.6 Scope of the Study	6
1.6.1 Geographical scope.....	6
1.7 Significance of the Study.....	7
.8 Conceptual Framework.....	8
1.9 Definition of key terms	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction.....	11

2.2 Theoretical Review	11
2.3 Extrinsic motivation remuneration and teachers’ performance	13
2.4 Administrative school policies and performance of teachers of teachers.....	16
2.5 School working environment and performance of teachers of the teachers	20
2.6 Literature gap	25
CHAPTER THREE	26
METHODOLOGY	26
3.0 Introduction.....	26
3.1 Research Design.....	26
3.2 Population of the Study.....	27
3.3 Sample size	27
3.4 Sampling Techniques.....	27
3.4.1 Simple Random Sampling technique.....	27
3.4.2 Purposive sampling technique	28
3.5 Data collection instruments.....	28
3.5.1 Self– Administered Questionnaire.....	28
3.5.2 Interview Guide	29
3.6 Data control.....	29
3.6.1 Validity of the Instruments	29
3.6.2 Reliability of the Instruments.....	30
3.7 Research Procedure.....	30
3.8 Data processing and analysis	31
3.8.1 Data Processing.....	31
3.8.2 Data analysis and presentation.....	31
3.10 Ethical Considerations	32
3.11 Study limitations	32

CHAPTER FOUR	34
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	34
4.0 Introduction.....	34
4.1 Background Characteristics of the Respondents.....	34
4.1.1 Number of Years in the Schools	34
4.1.2 Education Level of the Respondents.....	35
4.2 The Findings of the Study by Hypotheses	36
4.2.1 Findings on the influence of remuneration on teachers’ performance in Primary schools in Butaleja District	37
4.2.1.1 Salary and Teachers Long Tenure	38
4.2.1.2 Existence of Regular Allowance Commensurate to Effort.....	38
4.2.1.3 Allowance Increment in the School Income	39
4.2.1.4 Equitable Salary	39
4.2.1.5 Payments Relating to Performance Effort and Increased Work Effort.....	40
4.2.2 Test statistics for hypothesis one: School Administrative Policies influences Performance of Teachers in Primary schools	41
4.2.3 Promotion Opportunities and Teachers Higher Performance	42
4.2.4 Training Opportunities and Teachers Long Tenure	43
4.2.5 Supervision and teachers higher performance	43
4.2.6 Discipline management and work ethics	44
4.2.7 Teachers’ involvement in school management and their contentment	45
4.2.8 Existence of functional departments	45
4.2.9 Saving and Funds Mobilisation Schemes Interesting Teachers in the School.....	46
4.3.3 Test Statistics for Hypothesis Three: There is a relationship between school working environment and teachers’ performance of teachers in the primary schools	47
4.3.3.1 Security and Safety being Guaranteed	48
4.3.3.2 Job Security and Dedication to Work	48
4.3.3.3 Friendly and Conducive School Environment and Teachers more Work Effort.....	49

4.3.3.4 Interpersonal Relations and Teachers’ Effectiveness	49
4.3.3.5 Head Teacher Administration and Teachers Efficiency	50
4.3.3.6 Team Work and Increased Work Effort.....	50
4.3.3.7 Provision of Facilities and Easy Teaching and Learning.....	50
4.3.3.8 Accommodations and Teachers Presence and Punctuality	51
CHAPTER FIVE	52
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	52
5.0 Introduction.....	52
5.1 Discussion	52
5.1.1 Hypothesis One: Remuneration Influences Performance of Teachers in Primary schools	52
Under this hypothesis,.....	52
5.1.2 Hypothesis Two: School Administration Policies affect Teachers’ Performance of Teachers in Primary schools	56
This hypothesis analysed the availability of	56
5.1.3 Hypothesis Three: There is a Relationship between School Working Environment and Teachers’ Performance in the Primary schools.....	60
Teachers	61
5.3 Conclusions.....	65
5.4 Recommendations.....	66
5.5 Areas of Further Research	67
REFERENCES	68
LIST OF APPENDICES.....	77
APPENDIX I: QUESTIONNAIRE	77
APPENDIX II: INTERVIEW GUIDE	81
APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE	83

LIST OF ABBREVIATIONS

CSRP	-	Civil Service Reform Programme
PSRRC	-	Public Service Review and Reorganisation Commission
PTA	-	Parents Teachers Association
SPSS	-	Statistical Package for Social Sciences
UNESCO	-	United Nations Educational Scientific Cultural Organization
USA	-	United States of America

LIST OF TABLES

Table 3.1: Population Distribution and Sample.....	27
Table 4.1: Frequency Distribution of the Number Years of the Teachers in the Schools	35
Table 4.2: Distribution of Education Levels of Teachers	35
Table 4.3: Remuneration and Performance of Teachers.....	37
Table 4.4: School Administrative Policies and Teachers Performance.	41
Table 4.5: The Relationship between School Working Environment and Teachers’ Performance of Teachers	47

LIST OF FIGURES

Figure 1.1: Conceptual Framework showing the relationship between staff motivation and performance	8
--	---

ABSTRACT

This study sought to establish the relationship between staff motivation and performance of teachers of primary schools in Busolwe Sub- County in Busolwe Sub County in Butaleja District, Uganda. The focus of the study was the influence of motivation on teachers’ job performance, the effect of administrative school policies on teachers’ performance and the relationship between working environment and teachers’ job performance. The study used both quantitative and qualitative research methods. A descriptive survey research design was used because it allowed self-report data collection from samples of pre-determined respondents. The respondents of the study included teachers and head teachers. Data was collected from the respondents by use of a self-administered questionnaire and an interview guide. Data were analysed quantitatively and qualitatively. The findings of the study indicated that motivation influences performance of teachers in Primary Schools, schools administration policies affect teachers’ performance in Primary schools and there is a relationship between school working environment and teachers’ performance in Primary schools. It was concluded that when teachers are motivated, their performance increases. Teachers’ performance increased with better schools administration policies and schools working environment relate with teachers’ performance in Primary Schools. The researcher then recommended that motivation which can influence teachers’ performance should be provided. School administration policies that positively affect teachers’ performance should be promoted. Lastly, a working environment that can enhance teaching and learning should be put in place.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, hypotheses, scope, significance and operational definition.

1.1 Background to the study

Teachers are very vital in the modeling of the new generation through education. In order for teachers to play their roles and responsibilities their working conditions should be favorable to motivate them to perform to their best. Teachers' performance enhances new knowledge creation, innovation skill development and dissemination of knowledge, (UNESCO, 2015). It has been observed that the performance of teachers all over the world is deteriorating. Their performance is characterized by absenteeism, inadequate lesson planning, poor time management, less commitment on duty and poor teaching while the status of teachers and working conditions are also getting worse, (UNESCO, 2015). Motivation seems to influence teachers' performance.

Scholars have tried to define motivation differently. Some of them define "Motivation as the drive that makes people act or not act in a particular way". It is a general term applying to the entire class of drives, desires, needs, wishes and other like forces. Anything done to touch on those forces causes a behaviour, which is interpreted as the motivation behind that behaviour. Stoner, Freeman & Gilbert (1996) define motivation as a human psychological characteristic that contributes to a person's degree of commitment. It includes the factors that cause, channel and sustain human behaviour in a particular committed direction.

REFERENCES

- Adams, J .S. (1965). Inequity in Social Exchange. *Advances in Experimental Social Psychology*, 62, 335-343.
- Adhikari, D. R., & Gautam, D. K. (2011). Employees' commitment and organisational performance in Nepal: A typological framework, *SEBON Journal*, 5, 1-17.
- Akanbi, P. A. (2011). Influence of extrinsic and intrinsic motivation on employee' s performance.
http://www.iilo.org/public/English/iira/documents/congresses/regional/lagosdoll/3rdparallelsession3b/motiva_tionalworker.
- Akrani, G. (2010). *Frederick Herzberg's Two Factor Theory - Motivation Hygiene*. Available at: kalyan-city.blogspot.com/.../frederick-herzberg-two-factor-theory.html (Retrieved July 14, 2013).
- Amin, M.E. (2005). *Social Science Research: Conception, Methodology and Analysis*: Makerere University.
- Araali, G.M, (2013). *Unatu warns of semi-literate Ugandans in 10 years*. The observer.
- Armstrong, M. (2002). *Personnel Management Practice* (8th Edition), Kogin Page Limited.
- Armstrong, M. (2009). *A handbook of performance management; An evidence-based guide to delivering high performance (4th edition)*. London: British Library Cataloguing-in-Publication Data.
- Arnania-Kepuladze, T. (2010). *Gender stereotypes and gender feature of job motivation: differences or similarity? Problems and Perspectives in Management*, Volume 8, Issue 2.
- Artz, B. (2008). Fringe Benefits and Job Satisfaction. *University of Wisconsin – White water Department of Economics Working Paper 08 – 03*.

- Azman, I. (2009). *Relationship between supervisor' s role and Performance of Teachers in the workplace training program*, Annalsof Universităţii Stiinţifice "Alexandru Ioan Cuza" Iasi Volume LVI Economic Stiinţe.
- Bailey, K. (1987). *Methods of Social Research*. London: The Free Press.
- Bainbridge, C., (2010) Extrinsic Motivation. New York Times Company.
<http://giftedkids.about.com/od/glossary/g/intrinsic.htm> (Retrieved December 2, 2010).
- Bernadin, H. J. (2007). *Human resource management: An exponential approach*. New York: McGraw-Hill Irwin. P. 253-277.
- Bolnick, J. & Mitlin, D. (2010). Finance and Empowerment: Shack Dwellers International. In *conference on financing Low Income Communities*. South Africa.
- Burns, B. R. (2000). *Introduction to Research Methods*. London: Sage Publications.
- Bush, T. & West, J. (2002). *The Principles of Educational Management*. London: Prentice Hall.
- Byarugaba, F. (2005). *Paper on Public Service Reforms in Uganda*. (President' s office, public service management Tanzania).
- Campbell, J. P., & Campbell, R. J. (1988). *Productivity in Organisations: New perspectives from industrial and organisational psychology*, San Francisco: Jossey – Bass
- Cascio, W.F. (2003). *Managing human resources: Productivity, Quality of work,life, profits*. 6th ed. New-York: McGraw Hill Higher Education.
- Chandan J. S. (2010). *Organisational Behaviour*. New Delhi: Vikas Publishing House PVT limited.
- Chandan. J.S. (2010). *Management theory and practice*. New Delhi: Vikas Publishing House PVT Ltd.

- Cole, G. (2004). *Management Theory and Practice*. London: Thomson Learning.
- Enon, J. C. (2002). *Elementary Research and Statistics (Data analysis)*: School of Education Makerere University.
- Fiedler, F. E. and House, R. J. (1988). Leadership theory and research: A report of progress. *International Review of Industrial and Organisational Psychology*, 19(88), 73-91.
- Gebremedhin, G. T & Schaeffer V. P. (2010). *Leadership Challenges for effective Management*, Dublin: Black Hall.
- George, M. J., & Jones, G. R. (2002). *Organisational behaviour*. New Jersey: Prentice Hall International, Inc
- Ginberg, S.G. (1996). *Managing with Passion-Making the most of life*. New York: John Wiley and Sons Inc. USA.
- Gove, B.P. & The Merriam-Webster's Editorial Staff (2002). *Webster's Third New International Dictionary of the English Language*. Massachusetts: Merriam Webster Inc., Publishers.
- Graham, H. T & Bennett, R. (1998). *Human Resource Management*. London: Pearson Education Limited.
- Graham H. T. (1995). *Human resource management*. London: Pitman publishing.
- Hannagan, T. (2002). *Management Concepts and Practices*. London: Prentice Hall.
- Heathfield, S. M. (2013). *Promotion is Often a Reward to an Employee for Work Contributions*. humanresources.about.com > ... > (Retrieved March 7, 2013).
- Herzberg, Frederick; Mausner, Bernard; Snyderman, Barbara B. (1959). *The Motivation to Work* (2nd Ed.). New York: John Wiley
- Hunter, J., Rauschenberger, J., & Schmitt, N. (1990). A Test of the Need Hierarchy Concept by a Markov Model of Change in Need Strength. *Administrative Science Quarterly*, Vol. 25, No. 4, pp. 654-670.

- Iqbal, J., Yusaf, A., Munawar, R & Naheed, S. (2012). Employee Motivation in Modern Organization: A Review of 12 Years, *Interdisciplinary journal of contemporary research in business*, 4(3), 692-708.
- Kakinda-Mbaaga, F. (2000). *Introduction to social research*. Albarta, Canada.
- Kendra, C., (2010). *Maslow's Needs Hierarchy*. psychology.about.com > ... > (Retrieved December 5, 2010).
- Krejcie, R. V., & Morgan, D. W. (1970). *Determining Sample Size for Research Activities*. The NEA Research Bulletin, Vol. 38 (December, 1970).
- Lowe, J.M. (2006). *Rural Education: Attracting and Retaining Teachers in Small Schools*, Idaho State University.
- Lumley, E. J., Coetzee, M., Tladinyane, R., & Ferreira, N. (2011). Exploring the job satisfaction and organisational commitment of employees in the information technology environment. *Southern African Business Review*, 15(1) 100-118.
- Lunenburg, F. C. (2011). Expectancy Theory of Motivation: Motivating by Altering Expectations, *International Journal of Management, Business, and Administration*, 15(1), 1-6.
- Maicibi, N.A. (2003). *A Study on Factors of Job Satisfaction among Ugandan Teachers*. Un Published
- Maicibi, N.A. (2003,B). *Pertinent Issues in Employees Management*: MPK Graphics.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, 50(4), 370-396.

- Mason, M. (2010). Sample Size and Saturation in PhD Studies Using Qualitative Interviews [63 paragraphs]. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 11(3), Art. 8. Available at: <http://nbn-resolving.de/urn:nbn:de:0114-fqs100387> (Retrieved May 20, 2013).
- Mayo, E. (1949). *Hawthorne and the western electric company; The social problems of an industrial Civilisation*. London: Routledge.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGrawHill.
- Ministry of Public Service. (2006). *Result Oriented Management*: Ministry of Public Service.
- Montana, P. J & Charnov, B. H. (2008). *Management*. New York: Barron Publishers.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 1(2), 1-18.
- Mpanga, E. E. L. (2009). The Implementation of the Performance Management Programme in Uganda' s Public Service with Specific Reference to the Ministry of Public Service. *Unpublished Thesis for the award of a Masters in Public Administration at the University of South Africa*.
- Musaazi, J.C. (2005). Introduction to reward management in Maicibi, N.A and Nkata, J.L. (2005). *Introduction to Human Resource Management*: Masah Publishers Limited.
- Mwita, J. I. (2002). *The role of motivation in performance management: The case of performance-related-pay schemes in British local authorities*. Unpublished thesis to the University of Birmingham for the Degree of Doctor of Philosophy.
- Naik, A & Pradhan, K. (2010). Impact of Industrial Environment on Socio-economic Conditions of Mine Workers: A study of Coal Industries in Odisha, Himalayan Research Papers Archives.

- Nairuba, J. (2011). *Motivational Practices and Teachers' Performance in Jinja Municipality Primary schools, Jinja Busolwe Sub- County, Uganda*. A dissertation in partial fulfilment for the award of a master degree of arts in educational management of Bugema University
- Namirembe, G. (2005). Status of Education for Rural People in Uganda. Paper presented at the Ministerial Seminar on Education for Rural People in Africa. Addis Ababa, Ethiopia.
- New vision, Thursday February 9th 2012 Volume 27 Number 029.
- New Vision (February 09, 2012). *UCE Busolwe Sub- County ranking 2012*: New Vision Publishing House.
- Newzealand Ministry of Business, Innovation and Employment (2013). Employee' s entitlements to allowances over and above salary or wages, Available at newzealand .govt.nz (Retrieved May 27, 2013).
- Nwachukwu, P. O. (2004). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. University of Helsinki Finland.
- Ocheng, O.R. (1997). *The motivation management approach and job satisfaction: A case study of Teacher' s Institute Education Kyambogo*. Unpublished Master' s thesis, Makerere
- O'Connor, T. (2011). *"Human Relations Movement," MegaLinks in Criminal Justice*. Available at: <http://www.drtoconnor.com/4000/4000lect02a.htm> (Retrieved July 14, 2013).
- Okumbe, A. J. (1998). *Educational Management, Theory and Practice*. Nairobi University Press.
- Ortiz, F. E et al. (2004). *Implementation of Results-Based Management in the United Nations Organizations*. Geneva: United Nations Joint Inspection Unit.

- Oso, W. Y & Onen, D. (2009). *A General Guide to Writing Research Proposal and Report*.
Nairobi: The Jomo Kenyatta Foundation.
- Owusuwaa, M. A. A., Nuamah, E. S., & Manu, F. A. Y. (2013). Intrinsic and Staff
Motivation among Teachers in Upper East Region of Ghana: A Case of Senior High
Schools *Online Journal of African Affairs*, 2(2), 29-37.
<http://www.onlineresearchjournals.org/JAA>
- Oyedele, O., (2010). *How Managers can motivate their Employees*. Glasgow Caledonian
University, www.scitopics.com/How_Managers_can_Motivate_their_Employees.html
(Retrieved December 5, 2010).
- Powell, E. T & Renner, M. (2003). *Analysing Qualitative Data*. Wisconsin: Cooperative
Extension Publishing Operations.
- Rao, V. S. P. and Narayana, P. S. (1997). *Principles of Management*. Delhi: Konark
Publishers PVT Ltd.
- Schop, C. (2009). *Motivation Models; Smart Goals*. www.selfmade-miracle.com (Retrieved,
December 2, 2010).
- Şenol, F. (2011). The Effect of Job Security on the Perception of External Motivational Tools:
A Study in Hotel Businesses, *Journal of Economic and Social Studies*, 1(2), 33-60.
- Shapiro, J. (2001). *Monitoring and Evaluation*. CIVICUS: World Alliance for Citizen
Participation.
- Siegle, D. (2002). *Reliability*. Neag School of Education - University of Connecticut.
www.gifted.uconn.edu/siegle (Retrieved December 5, 2010)..
- Simba. (2013). *Teachers could miss-out on the salary increment*, available at:
www.simba.fm/2013/.../(Retrieved June 11, 2013).
- Smith, L. (2010). An Evaluation of Programmes for Staff in NHS and Hotel Ancillary. *Staff
Facilities*, 17 (7/8), 264-271.

- Stacey, A. (1963). “ Towards an understanding of inequity” *Journal of Abnormal and Social Psychology*, 67(50), 422-36.
- Stoner, J, Freeman, E & Gilbert, J. (1996). *Management*. (6th Edition), New Delhi: Prentice Hall of India Private Limited.
- Taylor, F. W. (1911). *The Principles of Scientific Management*, New York: Harper & Brothers.
- Tippet, J. (2009). Employee Rewards and Motivation in Non – Profit Organisations: Case Study from Australia. *International Journal of Business and Management*. Vol. 4, No. 3.
- Tripathi P.C. (2004). *Personnel Management and Industrial Relations*. New Delhi: Educational Publishers.
- UNESCO,(2015). UNESCO Report on Education for all 2000- 2015: *Achievements and Challenges*, UNESCO, Paris, France.
- Vonderlack, R. M., & Schreiner, M. (2002). Women, microfinance, and savings: Lessons and proposals. *Development in Practice*, 12(5), 602-612.
- Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.
- Walter J. J., (2010). *The Role of Extrinsic Motivation*. www.ehow.com > Business. December (3) 2, 2010).
- Wadinda, A.,(2022). *Staff Motivation and Teachers’ Performance in selected Primary schools in Tororo Municipality, Tororo Distric*. A dissertation submitted in partial fulfilment of the award of a degree of education Primary of Busitema University.

Werner, J. I. G. (2011). *Teacher Support for Universal Primary*

Education in Uganda, A dissertation submitted to the Graduate School of the

University of Minnesota for the Degree of Doctor of Philosophy.

Wiley, C. (1995). What motivates employees according to over 40 years of motivation surveys, *International Journal of Manpower*, 18(3), 263-280.