

**MOTIVATION ON THE PERFORMANCE OF TEACHERS IN SECONDARY
SCHOOLS IN UGANDA**

**A CASE STUDY OF SELECTED SECONDARY SCHOOLS FOUND IN
NANSANA MUNICIPALITY.**

By

SSEMWOGERERE ALI

BU/UP/2019/1523

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT
OF ECONOMICS AND ENTREPRENEURSHIP IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR OF
SCIENCE EDUCATION OF
BUSITEMA UNIVERSITY**

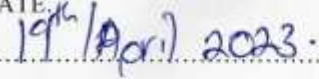
April 2023.

DECLARATION

I Ssemwogerere Ali I hereby declare that this Dissertation is my original work and has never been submitted to any institution or by any person for the award of Bachelor's Degree or any other award.

Signature.


.....
SSEMWOGERERE ALI

DATE.


.....

Approval Page

This is to certify that Ssemwogerere Ali has done his research report under my supervision and it meets the minimum standard to be submitted for examination by my approval.

MADAIGA MASUUD

DATE:

19/04/23

SIGNATURE: _____



DEDICATION

I Ssemwogerere Ali I hereby, dedicate the research report to my beloved family and relatives at large.

ACKNOWLEDGEMENT

Completion of this work is as a result of both explicit and support of many people to whom I owe acknowledgement. Firstly, I thank the al mighty Allah for the protection and strength towards the completion of this dissertation and the entire program me at large. And in a special way, am greatly indebted to my family without their financial and moral support I would never have made it through Busitema University Nagongera Campus. I also extend my sincere thanks to my friends and relatives for the love and undertaking to my friends and relatives for the love and understanding they have always showed me while at the University.

In a very special way, I lengthen my thanks tom Prof. Hajji. Ssemogerere Taibu for her guidance, dedicated attention, suggestions and encouragement that sustained my motivation to accomplish this research.

More thanks go to my friends; Asingwire Edson, Matwa Benard and Nadunga Hellen for their moral support which helped me in one way or the other towards the completion of this study and course at large for the encouragement and understanding they accorded to me during the cause of this program me and most so, during the critical difficult times of the program me

May the al mighty Allah reward you all.

TABLE OF CONTENT

DEDICATION	Error! Bookmark not defined.
DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGEMENT	Error! Bookmark not defined.
ABSTRACT.....	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Problem statement.....	3
1.3 Purpose of the study.....	3
1.4 Specific objectives of the study	3
1.5 Research questions.....	4
1.6 Scope of the study.....	4
1.6.1 Content scope.....	4
1.6.2 Geographical scope.....	4
1.6.3 Time scope	4
1.7 Significance of the study.....	4
1.8 Conceptual frame work.....	5
CHAPTER TWO	7

LITERATURE REVIEW	7
2.0 Introduction.....	7
2.1 Motivation theories	7
2.1.1 The needs hierarchy theory of motivation	7
2.1.2 The two-factor content theory of motivation	8
2.1.3 The expectancy Theory of Motivation.....	9
2.1.4 Clayton ERG Theory of Motivation	9
2.2 Roles of Motivation in enhancing performance of teachers	10
2.3 The following results may be expected if the teachers are motivated	Error! Bookmark not defined.
2.4 Various Motivation tools/mechanism	11
2.5 Challenges facing motivation of teachers.	13
CHAPTER THREE	13
RESEARCH METHODOLOGY.....	14
3.0 Introduction.....	14
3.1 Research Design	14
3.2 Target Population.....	14
3.3 Population of the study	14
3.4 Sample procedure.....	14
3.5 Sample size	14
3.6 Data Collection Methods	15
3.6.1 Questionnaires.....	15
3.6.2 Interviews.....	16
3.6.3 Observation	16

3.6.0 Data Sources	16
3.6.1 Primary Data	17
3.6.2 Secondary Data	17
3.7.0 Data analysis and presentation (Data processing)	17
3.7.1 Editing and spot checking.....	17
3.7.2 Data coding	18
3.8.0 Validity and Reliability of the study	18
3.8.1 Validity	18
3.8.2 Realiabilty.....	18
3.8 Data analysis	19
3.6 Limitations of the study	19
CHAPTER FOUR.....	20
DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS	20
4.0 Introduction.....	20
4.1 Background.....	20
4.2 The General Demographic profile	20
4.3 Analysis of the roles played by motivation in enhancing performance.....	22
4.4 Motivational tools used in enhancing performance.....	24
4.5 Challenges facing motivation of teachers of the selected schools in Nansana Municipality.....	27
CHAPTER FIVE	30
SUMMARY OF RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	30
5.0 Introduction.....	30
5.1 Summary of the Research Findings.....	30
5.1.1 Demographic profile of the respondents.....	31

5.1.2 Analysis of the roles played by motivation in enhancing performance.....	31
5.1.3 Motivational tools used in enhancing performance	31
5.1.4 challenges facing motivation of teachers in the selected schools in Nansana Municipality.....	32
5.2.1 Demographic profile of the respondents.....	32
5.2.3 Motivational tools used in enhancing performance.	32
5.2.4 Challenges facing motivation of the teachers in the selected secondary schools in Nansana Municipality.	33
5.3 Recommendations.....	33
APPENDIX II: RESEARCH INSTRUMENTS	37
Questionnaire for the different respondents.....	37
SECTION A: - Personal Information	37
SECTION B: - ROLES OF MOTIVATION IN ENHANCING PERFORMANCE.....	37
C: MOTIVATIONAL TOOLS USED IN ENHANCING PERFORMANCE.....	39
D: -CHALLENGES FACING MOTIVATION OF TEACHERS IN THE SELECTED SCHOOLS IN NANSANA MUNICIPALITY.....	40
Interview guide for members of the Public, Yei County	43

LIST OF TABLES

Table 1.0: Table of sample size	15
Table 4.2.1 Responses as per gender	20
Table 4.2.2 Table 3 classification of respondents by age.	21
Table 4.2.3 Table 4 Responses as per the education background.....	21
Table 4.3.1 Table 5 Responses as per knowledge about motivation	22
Table 4.3.2 Table 6 Responses about the roles played by motivation in enhancing performance.	23
Table 4.3.3 Table 7 Responses of teacher’s level of motivation	23
Table 4.4.1 Table 8 Responses of when the teachers feel motivated.	24
Table 4.4.2 Table 9 Responses of teacher’s monthly salary level.	25
Table 4.4.3 Table 10 Responses of how often does teachers receive their salaries.....	27
Table 4.5.1 Table 11 Responses of challenges facing teachers in the selected schools in Nansana municipality.....	27
Table 4.5.2 Table 12 Responses of teaching improvement in the selected schools in Nansana Municipality.	29

LIST OF FIGURES

Figure 1.0 Figure 1 chart showing public school teachers salary levels.....26

Figure 2.0 Figure 2A graph showing challenges facing teachers in Nansana
Municipality.....28

ABSTRACT

This study was conducted in the selected secondary schools in Nansana Municipality and it concentrated on Motivation on the performance of teachers in secondary schools in Uganda.

This book is made up of five chapters. Chapter one deals with introductory part of the research. It gives the general background of the research of the study, the theory, hypothesis, objectives and significance of the study.

Chapter two is the literature review, it gives different views of respondents concerning the topics for example motivational procedures of teachers, benefits of motivation of teachers and many others.

Chapter three deals with the research methodology it includes design, environment, data collection procedures and satisfied treatment of data.

Chapter four deals with presentation of the data from the field with analysis and presentation finally, chapter five deals with discussion, recommendation and conclusion

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter described background of the research study. It also explored the problem statement, purpose of the study, objectives of the study, research questions, scope of the study and significance of the study.

1.1 Background of the study

Historically, the word motivation comes from the Latin root ‘movers’ which means to move thus in its literal meaning, motivation is the process of a rousing movement in the organization. Michael J. Jucious (2001) suggests that motivation is the act of stimulating someone or oneself to get desired course of action to push the right button to get the desired reaction. This implies that motivation should be related to the task one is doing and must be aimed to improving performance.

D. O. Hebb (1949) defines the term motivation refers to (i) the existence of an organized phase sequence, (ii) its directions and content, (iii) its persistence in a given direction or stability of content. Most successful institution in today’s competitive labor market is at stake unless management realizes the importance of human resource motivating them in the work place. Despite the above clear position, tradition motivation procedure/system among teachers in secondary schools in Uganda are providing the required leadership. Whether such motivational procedures and promotions can cause better performance of secondary schools in Uganda as a result on to performance decline remains an area, which warrants on investigation.

Michael Armstrong (2009) referred term ‘motivation’ as various goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behavior. Motivation also refers to internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectation of the individual and of his or her peers. These factors are the reasons as

References.

- Murray (1968); Policies of promotion and motivation of the employees.
- Lock E et al (1998): A Theory of goal setting and task performance, prentice Hall of India.
- Koestler R (1990): perspective on competence motivation Gull ford press < USA.
- Anderson, S.E(2002). Improving schools through teacher's development: case studies of the Aga khan Foundation projects in East Africa.
- Joppe, M (2000). The Research Process Retrieved February 25th 1998, from <http://WWW.yerson.cal-mjoppe/rp.htm>.
- D.O. Hebb (1949); The practice of management, Harper and Row Publishers, New York
- Economic Recovery Programme by the World Bank, 1989.
- David 'McClelland (1951); Adversity of the theory of achievement motivation, Harvard university USA.
- Deci E. L (1985): Intrinsic Motivation and self Determination in Human Behavior New York UK.
- Michael J. Jucious (2001); The importance of employee motivation in private owned enterprises, Longman, London.
- Maslow (1954); Organization Behavioral, Harper and Row Publishers, New York.
- Mc Clelland (1982); Organizational structure and processes, Engle wood cliffs, N.J prentice Hall.
- London (volunteer service overseas, 2002) What makes Teachers Tick? A policy research report on teacher's motivation in developing countries.
- Locke, E.A. (1968). Toward a theory of Task Motivation and incentives. Organizational Behavior and Human Performance, 157-89
- Kaplan, A. R, and Maslow, A.H. (1998). Maslow on management. New York; John Wiley.
- Benn ell, Paul and Kwame Akyeampang (2007). Teachers' motivation in Sub-Saharan Africa and South Asia. Researching the issues 71, Department for International Development: Education papers.
- Luthans, F. (2001). Organizational Behavior. Burr Ridge, IL: McGraw-Hill.

- Alderfer, C. (1969). An empirical Test of a new theory of human needs. *Organizational Behavior and Human Performance*, 142-175.
- Benabou, Roland and Jean Tirole (2003). Intrinsic and Extrinsic Motivation. *Review of economic studies* 70: 489-520.
- Gibson, J. L, Ivancevich, J.M. Donnelly, T.H, and Konopaske, R. (2006). *Organizations: Behavior, structure, processes*. New York: McGraw-Hill Irwin.
- Chhabra T.N (2010), *Fundamentals of management*, (4th) by KY Sharma- 978-81-906332-6-9.
- Herzberg, F, Mausner, B and Snyderman, B. (1959). *The motivation to work*. New York: John Wiley and sons.
- Mendez, Gilberto, (2011) interview by Jarret Guajardo. Lead senior specialists for education.
- Schifflbein, E (1991). *In search of the school of the XXI century: Is the Columbian Escuela Nueva the Right Pathfinder?* New York: UNICEF, 1991.
- Maslow, A. (1943). A theory of Human Motivation, *psychological Review*, 370-396.
- Michael Armstrong, (2009). *Armstrong's Handbook of Human Resource management practice*.
- Kirk, J, and Miller. M. L. (1986). *Reliability and validity in Quantitative research*. Beverly Hill: Sage Publication.
- Vroom, V.H. (1964) *Work and motivation*. New York: John Wiley and sons.
- Winter, G. (2000). A comparative discussion of the notion of validity in qualitative and quantitative research. *The qualitative Report*, 4(38 and 4). Retrieved February 25th, 1998 from <http://www.nova.edu/ssss/QR/QR4-3/Winter.html>.
- Norwegian Refugee council (NRC, 2007). *Education assessment in South Sudan*.