

# Teacher Motivation and O'Level Students' Performance of the Selected Universal Secondary Education Schools in Masindi District

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**Abstract:** - The aim of the study was to investigate the influence of teachers' motivation on O'Level students' performance in selected USE schools in Masindi district. The study was guided by four research objectives. The research objectives were to examine the role of teacher recognition on performance of students at "O" level, to determine the relationship between remuneration and students' performance, to examine the influence of reduced workload on students' performance, to examine the effect of annual salary increment on students' performance. The sample size was 108 and data was collected using questionnaires and interview guides. Analysis was done using Pearson correlation coefficient and Linear Regression. Findings revealed that the government had endeavored to provide conducive working conditions in USE Schools and with these teachers were expected to be motivated to perform better and this would result into good students' performance. Findings also revealed that recognition of teachers influenced students' performance. Findings also revealed that remuneration of teachers had a big influence on students' performance. According to findings, it was also revealed that teachers' workload had influence on students' performance. A regression analysis on whether performance was influenced by recognition factors revealed a strong relationship between recognition related factors and students' performance at "O" level in USE schools.

According to the findings, teachers' annual salary increment also influenced students' performance.

The study also concluded that recognition of teachers positively influences students' performance. A study on the relationship between teachers' motivation and students' performance should be carried out to establish the challenges which USE school administrators face in motivating teachers. Study should also be carried out to find out how motivation of teachers can be sustained. A study should also be carried out in private secondary schools in Masindi for comparative purposes.

**Keywords:** Teacher Motivation, Students' Performance, Recognition, Remuneration, Salary Increments and Teacher Workload.

## I. GENERAL BACKGROUND

### 1.0 Introduction

The study was conducted on "Teacher Motivation and O'Level Students' Performance of the selected Universal Secondary Education (USE) Schools in Masindi District".

This chapter entails the background of the study, statement of the problem, purpose of the study, objectives of the study, scope of the study and the significance of the study.

### 1.1. Background of the study

Education plays a very big role in the economic development of the country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. It is perceived as the corner stone of economic and social development and a principle means of providing for the welfare of individuals. In addition, the aim of establishing Educational organizations is to help society enhance knowledge, attitude and skills (Gitonga, 2012) . Low motivation of teachers automatically affects their performance and this in turn has an impact on students' performance.

Schools in Nigeria are fast decaying and the "rot" in the system ranges from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. This has resulted into students' poor performance in external examinations and examination malpractice. It was therefore adduced that motivation, satisfaction and performance are inter-dependent with each other. Being demotivated means dissatisfaction which leads to absenteeism, aggressive behavior towards learners, abandonment of duty and psychological withdrawal from work. De-motivation may be caused by a number of factors for example, work overload, poor pay, low perception by society, lack of rewards for teachers and students to encourage them work harder (Gitonga,2012).

Motivation of teachers is very important since it affects students directly (Alarm, 2011).Marques, 2010 also supports Alarm and Farid and he asserts that demotivation of teachers affects their performance which in turn affects the performance of students. In Kenya for example, according to Nyatika (1996), the teaching profession has been undermined by being looked at as the last resort where people join the profession after failing to get better professional courses. In some schools, teachers are not involved in decision making and staff meetings are convened to take opportunity of giving directives to teachers by the administrators. The working

conditions are relatively poor with poor housing and lack of instructional materials.

According to the study by Spear (2000) teachers' motivation in UK was revealed to be low. This was attributed to poor pay, work overload and low society perception. According to findings by Hutchinson (1985), it was confirmed that in developing countries there is low teachers motivation attributed to intrinsic factors. The study came about as a result of persistent low performance of students at "O" level in USE schools despite the efforts put in by the government of Uganda to improve performance (Sports, Operational Arrangements of Implementation of Universal Secondary Education, 2007). The researcher made a critical observation on this for more than three years and this can be evidenced through the report performance declines (Kizza, 2017).

Table 1: Showing Overall Students' Performance Country wide

Division	No. of Candidates in 2016	%age	No of candidates in 2015	%age
1.	23,489	7.5	25,750	8.5
2.	44,307	14.1	48,642	16.0
3.	63,072	20.1	70,413	23.1
4.	142,479	45.3	130,058	42.7
5.	41,632	13.2	29,593	9.7

According to the report, in 2016, the failure rate of 13.2% was higher than the 9.7% of 2015. The results indicated a slight drop in the overall performance. According to the report by Kizza, Science subjects continued to be poorly performed and part of the reason was that schools are theoretically teaching science discipline despite the ministry of education availing laboratory chemicals and equipment.

### 1.2 Statement of the Research Problem

In Mid-western Uganda, particularly in Masindi, teachers in USE Schools are demotivated and this has raised a lot of concern among stakeholders. This is because demotivation of teachers has direct effect on students' performance. Happy teacher means a better student. This means motivation is likely to impact on students' performance motivation (<http://catchbox.com>education>teacher>)

Once teachers' motivation is seen to affect students' performance, many questions such as whether factors that affect motivation of teachers in western Uganda are different from factors affecting teachers' motivation in other regions of Uganda. Demotivation of teachers is caused by a variety of factors. In order to address the issue, a study was carried out by focusing on remuneration, recognition, reduced workload and annual salary increment. In line with the above, the ministry of Education has developed policy guidelines and framework in motivation of teachers in USE Sports (Education, 2007).

The government of Uganda has ensured that Motivation of teachers is catered for in the following packages: Salary, Recognition, training opportunities, pension schemes, teachers unions to mention but a few. However, the role of motivation of teachers has not measured up and instead students' performance been low. Owing the sectors importance, it's for this reason that the researcher carried out a study on Teacher motivation and Students performance of universal secondary education.

### 1.3 General Objective of the study

The purpose of the study was to investigate the influence of Teacher Motivation and O'Level Students' Performance of the selected Universal Secondary Education (USE) Schools in Masindi District.

#### 1.3.1 Specific objectives of the study

- i. To examine the role of teacher recognition on performance of students at "O" level in the selected USE schools in Masindi.
- ii. To examine the role of teacher remuneration on students' performance at "O" level in the selected USE schools in Masindi.
- iii. To determine the influence of teachers annual salary increment on students' performance at "O" level in the selected USE schools in Masindi.
- iv. To examine the influence of reduced teachers' workload on students' performance at UCE in selected USE schools in Masindi.

#### 1.4 Research questions

- i. What is the role of Teacher recognition on students' performance at "O" level in the selected USE Schools in Masindi?
- ii. What is the role of teacher remuneration on students' performance at "O" level in the selected USE schools in Masindi?
- iii. What is the role of teachers' annual salary increment on students' performance at "O" level in the selected USE schools in Masindi?
- iv. What is the impact of reduced teachers' work load on students' performance in Masindi?

#### 1.5 Hypotheses

- i. There is a strong relationship between teachers' recognition and students' performance at "O" level in the selected USE schools in Masindi.
- ii. There is a significant relationship between teacher remuneration and students' performance at "O" level in the selected USE schools in Masindi.
- iii. There is a significant relationship between teachers' salary increments and students' performance at "O" level in the selected USE schools in Masindi.
- iv. There is a significant relationship between reduced teachers workload and students' performance at "O" level in the selected USE schools in Masindi.

1.6 Scope of the Study

This section entails the scope of the study in terms of Geographical scope, contextual scope and time scope.

1.6.1 Geographical scope

The study was conducted in Mid-western region of Uganda, Particularly in Masindi. The region consists of eight districts and out of those, the study was based in Masindi. Masindi has thirteen USE secondary schools but out of the number only 4 schools were chosen. This was because, the USE schools in the district had problems related to performance.

1.6.2 Content scope

The study focused on finding out the relationship between motivation of teachers and students performance and this was limited to recognition, remuneration, reduced workload and annual salary increment. It was carried out in Masindi district, in selected USE Schools of Masindi Army, Masindi Secondary, Green Field and St. Dominic Savio secondary

Conceptual framework

The conceptual frame work is based on the model shown in the diagram.

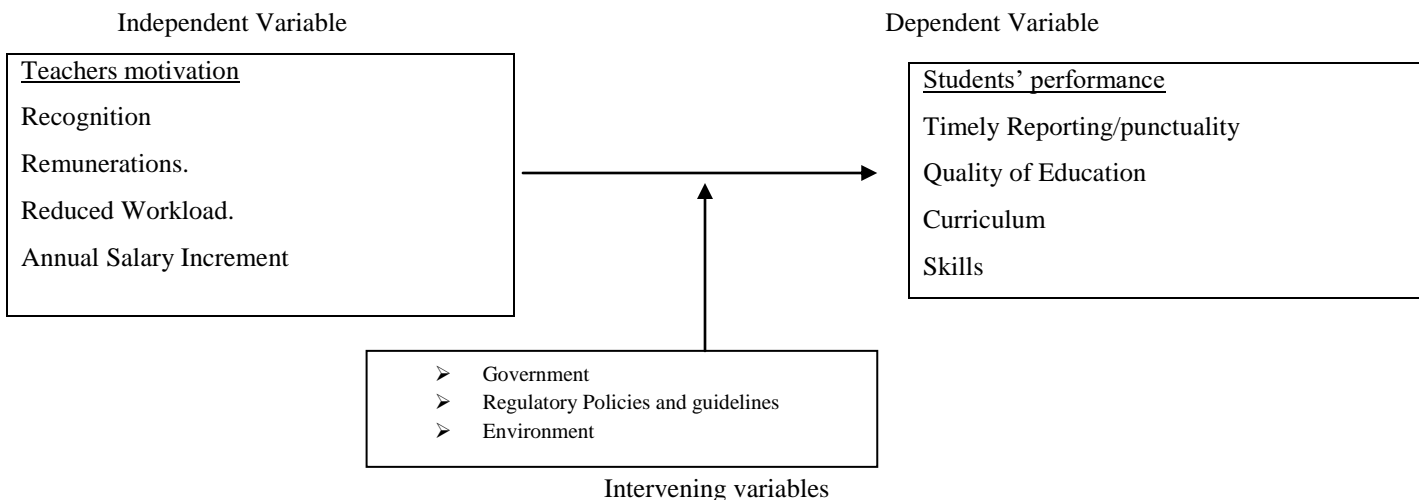


Figure 1: Showing the relationship between factors affecting teachers motivation and students' performance

Source: Adapted from Derick (2005)

The diagram indicates the conceptual framework. It shows how the researcher understood the relationship between variables. The conceptual framework showed the relationship in the 4 study objectives. Recognition, remuneration, reduced workload and annual salary increment and these are reflected in the independent variables, curriculum, timely reporting, skills and quality of education are shown as dependent variables. Independent variables may improve or worsen teachers' performance hence students' performance and the reverse may be true. The intervening variables moderate any effect that could arise from independent variables on the dependent variables. For instance instead of remuneration, recognition and workload improving performance,

schools. They were chosen because the researcher had observed low performance in those schools. The study was focused in finding out why students' performance at "O" level had remained low despite the efforts put in by the government of Uganda to motivate teachers. It was guided by research objectives and literature review.

1.6.3 Time scope

The researcher considered a time scope of 2013-2017 as this is when the students' performance deteriorate in the district.

1.7 Signification of the study

The findings would help Ugandan Education Ministry/Management in identifying the teacher training needs. The finding would also help in planning on how best to improve teacher motivation. It would also help in identifying the factors that motivate teachers most. It would also help them set strategies to achieve the goal. It would also help the government in understanding the role of teacher motivation in Ugandan Universal Secondary Education Schools.

government policy and environment may instead negatively affect performance.

1.9 Operational Definition of terms

Motivation: "Motivation is a driving force behind all people's actions. (Silver) Motivation also refers to the reasons for peoples' actions, desires, and needs. It is also one's direction to behavior or what causes a person to want to repeat a behavior (Wikipedia, the free encyclopedia). According to Burton (2012) "Motivation helps an organization to extend its existence. And according Marques (2010), motivation is what people need to perform better and can only work if the right person with the right skills has been placed in charge of the task at hand.

**Intrinsic motivation:** Intrinsic motivation is seen as an internal reward that comes about as a result of performing a task which one delights in (Tella, 2007). Intrinsic motivation of a teacher can be influenced by factors relating to tasks for example recognition, achievement and possibility of growth (Herzberg, 1968)

**Extrinsic motivation:** Extrinsic motivation is a tangible reward that an individual gets out of the work or task accomplished. Intrinsic rewards according to Latham (1998) include salary, physical conditions available for work execution.

**Performance:** According to noun, performance refers to the act of presenting a play, concert or other form of entertainment. It also refers to the process of performing a task or function. In performing arts, a performance generally comprises an event in which a performer or group of performers present one or more works of art to an audience. Usually the performers participate in rehearsals beforehand (Wikipedia).

**Work load:** According to Cambridge English Dictionary, work load refers to the amount of work to be done especially by a particular person or machine in a period of time.

**Remuneration:** According to Noun, remuneration refers to Money paid for work. It is considered as the pay or other compensation provided in exchange for the services performed. The writer emphasizes that remuneration should not be confused with giving or donating or the act of providing to.

**Recognition:** According to Merriam- Webster.com, recognition refers to the action or state of being recognized such as acknowledgement of the political existence of a government or nation, acknowledgement or feeling that someone or something present has been encountered before.

**Curriculum:** According to noun, curriculum refers to the subjects comprising of the study in a school or college. It can also refer to lessons and academic content taught in a school or in a specific course or programme. An individual teachers' curriculum for example would be the specific learning standards, lessons, assignments and materials used to organize and teach a particular course.

## II. LITERATURE REVIEW

### 2.0 Introduction

The chapter reviewed all the literature directly related to the topic of study. The chapter entails the theoretical review and literature on factors influencing motivation of teachers on students' performance as directed by the study objectives.

#### 2.1 Theoretical review

Motivated employees are more productive and creative than those who are unmotivated because they enjoy their work more and experience less stress. The moment we understand the major motivation theories, we shall be in position to apply motivation in the work place. There are many things that

make workers motivated to perform better and among the many, a few include, monetary payments, recognition, low workload to mention but a few. In section, the researcher reviews theories on motivation and amongst them are; Adams equity theory, Skinner's reinforcement theory, Locke's goal setting theory, and Victor Vroom's expectancy theory.

#### 2.1.1 Adam's Equity Theory

The theory was suggested by Adams (1965) and it is based on social exchange theory. The theory states that people are motivated if they are treated equitably and receive what they consider fair for their effort and costs. According to the theory, if employees are treated with fairness, productivity will increase and the relationship between employees will be strengthened. This will lead to satisfaction and in the end employees will be motivated.

According to the theory, demotivation of employees makes them develop a negative attitude towards their job and employer. When employees realize that what they are putting in is greater than the output, their response becomes negative. They become demotivated and reduce efforts they have been putting in (<http://www.mindtools.com/pages/article/newLDR96.htm>).

#### 2.1.2 Locke's Goal – Setting Theory

Just like expectancy theory, Locke's (1990), goal setting theory is an integrative model of motivation. According to the theory setting specific, challenging performance goals and the commitment to these goals are key determinants of motivation. Established goals can drive behavior. According to Locke (1968), a person performs out of his /her own initiative. An individual will try by all means to set goals and ensure that they are achieved. In order to observe performance an individual should have ability to perform if he is to be motivated. Equity greatly influences employees to work harder. According to the theory, better results can be got by setting difficult goals. According to the theory, a difficult but realistic goal can be more motivational than easy or extremely difficult ones. This therefore calls for involvement in goal setting. The theory emphasizes strategies of achievement as participation in goal setting process, use of extrinsic rewards (bonus) and encouraging intrinsic motivation through providing workers with feedback about goal attainment. Pressure to achieve goals is discouraged since it can result into dishonesty and superficial performance. (<https://www.tankonyvtar.hu/2011-0023-psychology>).

#### 2.1.3 Vroom's Expectancy Theory

It integrates needs, equity and reinforcement theories. This explains how people choose from available actions. The theory defines motivation as a process that governs our choices among alternative forms of voluntary behavior. According to the theory, motivation to engage in an activity is determined by expectancy, instrumentality and valence.

A person has to believe that more effort will result into success. There is a connection between activity and goal, the degree to which a person values the reward. According to the Vroom theory, expectancy, instrumentality and valence are multiplied together to determine motivation. According to Vroom's expectancy theory, in order to achieve or get better results, there must be motivation plus ability of employees to perform. Absence of one factor definitely affects performance.

According to Adam's theory, the moment individual workers realize that they are equitably treated in an organization; they will be motivated to work. In case they are demotivated, they may decide to withdraw their input by sitting down or even going on strike. Case in point was the Monday June 17 2019 and 2011 strikes where teachers laid down tools demanding for 100% increment. Other demands included an increment in science allowance, increment in capitation grants and timely release. According to Adam's equity theory, demotivated employees develop negative attitudes towards their jobs and employers (<https://www.tanknyvtar.hu/2011-0023-psychology>).

#### 2.1.4 Hertzberg's Two Factor Theory

This is also called motivation hygiene theory. According to theory, motivating factors cause job satisfaction while hygiene factors cause dissatisfaction. According to Herzberg (1987), job satisfiers deal with the factors involved in doing a job whereas the job dissatisfies deal with the factors involved in doing a job. Whereas the job dissatisfies deal with the factors which define the job context, motivation according to the theory is based on an individual's need for personal growth.

Hygiene factors should be in place to ensure that an employee is not dissatisfied while motivation factors are needed to ensure employee's satisfaction and also to motivate an employee to higher performance. Herzberg gives 5 factors of job satisfaction or motivating factors which include achievement, recognition, work itself, responsibility and advancement. In order to achieve more efficient work, the hygiene factors are also needed. According to Herzberg, factors of job dissatisfaction include: company policy and Administration, supervision, salary, interpersonal relationships and working conditions.

Herzberg and Maslow views on needs differ in that according to Maslow every level of needs gives us satisfaction and also gives the opportunity to move on to the next level of needs while Herzberg asserts that not every type of needs can give us satisfaction, just motivating factors.

#### 2.1.5 Abraham Maslow's Hierarchy of needs

Maslow's-hierarchy of needs is the earliest and most widely known theory of motivation and it was developed by Abraham Maslow (1943) in the 1940s and 1950s. The theory condenses needs into five basic categories. According to Maslow (1996) the need based theory of motivation is most widely recognized theory of motivation. According to Maslow, a human being

has five fundamental needs that is physiological, security, belonging, esteem and self-actualization. Physiological needs include, shelter, education, food and good working conditions.

According to Maslow, these are basic needs and unless they are fulfilled, an individual cannot move to the next level in the hierarchy. Security needs include fear of losing a job, property, food and shelter, protection against harm (emotional). Belonging needs include acceptance and friendship and need for attention. Esteem needs include respect, autonomy, independence and achievement. Self-actualization needs are at the highest level of the hierarchy. They include realizing of some body's full potential of self-development. According to Maslow, a fulfilled need no longer motivates the behavior of an employee.

#### 2.2 Related Literature

Employees' needs are influenced by a variety individual factors because human beings have different tests and preferences. There is therefore need for administrators responsible for education to think of better methods of rewarding for the reward to have meaning. This chapter looked at the working conditions, remuneration, recognition, workload, training the role of government and salary increments as factors that motivate teachers in order to improve students' performance.

##### 2.2.1 Remuneration and Motivation of Teachers

Monetary compensation is a major rationale for working no matter what other motivations or passions co-exist in a job (Gitonga, 2012). An interview for stakeholders and teachers was carried out in 12 case study countries and the outcome was that teachers are seriously underpaid and that this, is the major reason undermining teacher morale and motivation, Bennell (2007). This means that an underpaid teacher may not be motivated to work. By implication, teachers who are paid more stay longer in teaching and the reverse is true.

##### 2.2.2 Recognition and Motivation of Teachers

Like any other Human being, teachers must be appreciated by reward at the end in order to encourage them to continue working. There is need for incentives like rewarding the best teachers with gifts, added up money that is outside the normal salary and recognition of their efforts are conceptualized as to influence teacher's motivation to a certain extent (Kofi, 2010). Without motivation, teachers may not do their best and will be dissatisfied with their job and this may result into decreased teacher retention. According to Kofi, It may be stated that motivation is the heart of teaching and learning process and it holds a pivotal role in teaching and learning process. The belief is spreading that teachers deserve to be recognized for their output to ensure student learning and growth.

Historically, teacher compensation was driven by years of experience and degree attainment, neither of which guarantee student academic growth. During the 2010-11 school year, 70

individuals - including teachers, principals, and representatives from the District and the Pittsburgh Federation of Teachers (PFT) - collaborated to design new Rewards and Recognition opportunities. These opportunities applaud schools, teams, and teachers who achieve remarkable results in student outcomes. With opportunities available at the District, school, team, and individual level, every teacher and staff member represented by the PFT is eligible for at least one form of performance compensation (Pittsburg, 2010).

There are two approaches to recognition i.e. traditional and strategic. Under traditional the form of reward is gifts and points as opposed to strategic which is the ability to serve as a serious business influencer that can advance a company's strategic objectives in a measurable way. Dr. Gerald Graham, a professor at Wichita state university, found in one of his studies that the "top five incentives that employees mention are free and these are "a personal thank you" from the boss "A written thank you from the boss" "Public praise".

According to the writer, recognition becomes meaningful if it is delivered in a correct way and has meaning behind it and it has to be specific to a person receiving it. A reward must be an appreciation with an intention of making other Employees to be motivated to emulate the good example set by the fellow employee in question.

He observes that there are many ways to conduct effective recognition and the most basic way is to give a verbal compliment to the Employee. This could be an acknowledgement of the job well done, a good sale or a particular action that the employee did that benefited the organization.

### 2.2.3 Workload and Motivation of Teachers

Teacher workload levels have been seen to be too high and the survey that has been carried out by NUTs on teachers workload has shown that on average a teacher works 54.4 hours a week. This has frustrated teachers hence forcing them to exit the profession. The situation has always made teachers desperate and exhausted, making them lose interest in the profession hence an option to exit the teaching profession. In the end, good teachers are lost. Efforts are however being made by NUT's through a campaign to make the Government lift the pressures on teachers and schools. It has been noted that little is still being done to reform the high stakes accountability system which is the root cause of excessive workload (NATU, 2016).

Reduced teachers workload/job sharing allows flexibility in the work place and keeps employees happy. Job sharing means that a job that would typically be done by one person is split up into two people who each do half the time to add up to a full time employee. This gives employees flexibility in their work schedule (Hodder Education). In an attempt to overcome the challenge of teachers heavy work load, Some three (3) independent teacher workload review groups, were set up and a report was produced giving details offering advice to

teachers on marking policy, planning and teaching resources plus data management.

In 2016 PPTA TeWehengarua published the Workload Taskforce Report - an investigation into issues of workload intensification for secondary school teachers in New Zealand. The Taskforce findings in this report reflected the intensification of the workload problems previously identified, by various working parties and reports, over the last 15 years (NATU, 2016).

According to the African Region Human Development Working Paper Series, in Uganda Secondary schools about 45% of secondary school teachers now teach one subject even though all teachers have been trained to teach 2 subjects. Without increasing the number of subjects teachers teach, it will be almost impossible to increase the overall pupil to teacher ratio without altering the curriculum. According to the African Human Development report, teachers' workload in Uganda government secondary schools is manageable.

### 2.2.4 Teachers Annual Salary Increment and Motivation of Teachers

The government of Uganda has always put in efforts to ensure that teachers' salaries are enhanced. This can be evidenced through the current circular standing Instruction No.4 of 2019 Ref PMD 80/80/01 dated 1/7/2019, salary structure where teachers salary increment has been catered for. This has been supported by Hon Muruli Mukasa, the Minister of Public Service who is quoted as saying "Teachers across the country are lined up for a salary increment starting October 2019 after the ministry of Public Service secured 150 billion to honor an earlier government undertaking". (posted on 4/9/2019). With enhanced salary, teachers will be expected to perform better hence improved students' performance.

According to Herzberg, salary is not a motivator. The primary motivators are just like achievement and recognition. Salary can be a motivator if you always get higher and higher salary. He says that salary is not an incentive. According to Maslow, money or salary is needed to buy food to eat, to have some place to live and sleep. He calls it a physiological need.

Maslow asserts that every level of needs give us satisfaction and give us an opportunity to move on to the next level of needs. According to Herzberg, not every type of need can give us satisfaction. According to Maslow - Herzberg theorists, though most people believe that monetary compensation is a major reason for working, to the two theorists, it is considered a physiological need. Once an individual earns a given amount of money time and again, it ceases to be a motivator.

### 2.2.5 Curriculum and Motivation of teachers

According to the African Region Human Development Working Paper Series-Uganda post primary Education Sector Report of September 2002, the proposed "O" level curriculum in the 1992 Education white paper lists up to eight subjects for

‘general’ secondary schools and sixteen subjects for the new ‘comprehensive’ secondary schools.

However, this has never been implemented. With no clear guidance and little or no supervision of curriculum implementation, what is taught at schools is strongly driven by UNEB examination guidelines. In such an exam-driven system, it is not surprising that the upper subject limit has become a norm. In 1990, 80% of government aided secondary schools offered 16 to 18 subjects at S1-S.2.

However, mainly due to lack of laboratory facilities, only 30% of all secondary schools (both government aided and private) offer physics and chemistry at the S3-4 levels. Instead Arts subjects are taught as a deliberate strategy to increase pass rates. On examined subjects such as physical education and music, were taught by less than 10% schools. Following this curriculum means that most secondary schools have a 50-period week. This will leave little time for co-curricular activities. The concern is too many subjects being covered as being a challenge that needs to be addressed.

#### 2.2.6 *The relationship between teachers’ motivation and Students’ performance*

In Uganda, the government and ministry of Education in particular have to oversee teachers’ performance. Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers. There should be ways and means of rewarding if the reward is to have an impact on performance.

Some of the motivational factors to teachers include working conditions, advancement, supervision, recognition, administration, and interpersonal relations. Determinants of motivation are categorized into intrinsic and extrinsic

Intrinsic factors include pay, promotions, working conditions and relationship with co-workers (Gitonga, 2012). Once a teacher is motivated, he/she will be driven to work hence creating an impact on the performance of students.

Motivation is very important factor because it is influential regarding performance. In order for Managers to increase effective job management amongst employees, motivation should be one of the policies (Shadare et al., 2009) Motivation involves a number of beliefs, perception, values, interests and actions that are closely related (Emily, 2011).

According to Maslow, the needs of employees are in a hierarchy form. That is basic needs, safety needs, belonging needs, esteem and self-actualization. According to Maslow and Alderfer, unsatisfied needs motivate individuals Alderfer agreed that individuals generally move up the hierarchy in satisfying their needs. Individuals satisfy lower order before higher order needs. As lower order needs are satisfied they become less important (<https://www.tankonyvtar.hu>2011-0023>).

Organization facilities can be wasted if there are no motivated employees to effectively utilize the facilities. In order for a

business to move forward, employee motivation and performance are important factors.

Motivation increases employee willingness to work and this leads to effectiveness of the organization. The goal of the organization is to develop motivated employees and support their respective works for better performance (Shadare et al, 2009) Managers must understand that an employee has various needs that must be satisfied at the same time. If managers concentrate only on one need at a time, they will not be able to motivate employees effectively and efficiently (<https://www.tankonyvfar.hu>2011-0023> psychology. He is however criticized on grounds that needs cannot be handled one by one and also factors that motivate individual employees differ. It is argued that prioritization and sequence of needs into categories can be different for each individual according to Alderfer –ERG Theory (<https://www.tankonyvtar.hu>2011-0023> psychology.

#### 2.3 *The impact of intervening variables in the Relationship*

##### 2.3.1 *The role of Government in teacher motivation and students’ performance*

The government of Uganda through ministry of education has worked very hard to provide infrastructure for secondary schools where USE program is being implemented. Such infrastructures include provision of classrooms, sanitation facilities, libraries and laboratories. It has also provided the necessary personnel, guidelines for utilization of threshold fee and maximum back up tuition to be charged by urban schools.

Bill for secondary schools has been more efficient and effective curriculum, timely payment, facilitation and eased workload to teachers in an effort to improve and advance the performance of students in USE schools (Jan 2007 ministry of education and sports policy and operational arrangements for implementation of universal secondary education (USE). Education Regulatory policies and motivation of teachers.

Education policy consists of principles and government policies in the educational sphere as well as the collection of laws and rules that govern the operations of education systems. Education policy can also be defined as a past or up to date statement or series of statements which explain, recommend or exclude a course of action or actions to be taken to run the system of education. These statements are usually written, but they could be oral. (Wikipedia). According to Wikipedia, the areas subject to debate in education policy specifically from the field of schools include school size, class size, school choice, school privatization, tracking, teacher selection, education and certification, teacher pay, teaching methods, curricular content, graduation requirements, school infrastructure investment, and the values that school are expected to uphold and model. Issues in education policy also address problems within higher education.

The teacher education policy has got nine dimensions and these include teacher recruitment and retention, teacher

education, career structure/paths, teacher employment and working conditions, teacher reward and remuneration, teacher standards, teacher accountability and school governance.

### 2.3.2 *Environment and motivation of teachers*

According to Rashhed (2017), research findings have shown that although compensation and financial incentives are important factors for employees in the competitive market environment of higher education sector, some other factors like job design and working environment, performance management system, training and development are also significant. The education environment, working conditions has a bearing on the teachers' willingness to work and in return, it affects performance. With Education environment, we look at things like working conditions, accommodation and work load. The poor working conditions normally lead to absenteeism, and late arrivals for work.

### 2.3.3 *The role of teachers' motivation/effects of motivation on teachers*

A motivated teacher is very important to a class room. A motivated teacher will look at teaching through a different lens and in so doing motivate his students in learning too. Motivation helps to energize, direct and sustain positive behavior over a long period of time. (<https://www.impactteachers>)

Motivation directs behavior towards a particular goal. It also helps to increase students' time on task and also an important factor affecting their learning and achievement. Motivation enhances cognitive processing. Once teachers are motivated, there will be low absenteeism from schools, commitment, good performance in examinations while de-motivation will lead to absenteeism from school, aggressive behavior towards learners and colleagues, poor students' performance in examinations, financial mismanagement, to mention but a few.

### 2.4 *Summary of literature review/conclusion*

The literature review indicated that intrinsic and extrinsic motivation and job satisfaction affected the morale of teachers and this in turn affected the performance of the students. Intrinsic and extrinsic rewards for example Remuneration, reduced workload, recognition, can play a big role in motivating teachers to work and this in turn will improve the performance of students.

The literature review indicates that intrinsic motivation and job satisfaction affect performance of teachers and in effect students' performance is also affected.

Intrinsic and extrinsic rewards for example remuneration, promotion, reduced work load, recognition better rewards contribute a lot in motivating teachers and this also on turn positively affects students' performance. It is important to note that good or poor performance of students is dependent on a number of factors for example teachers' motivation.

According to studies done, teachers are demotivated and a study showing the relationship between teachers' motivation and students' performance is vital and this is the reason as to why the researcher has decided to conduct research on the topic of teachers' motivation and students' performance at UCE in USE schools.

## III. METHODOLOGY

### 3.0 *Introduction*

This chapter entails the research design, the study population, sampling design and size, sample procedure, data collection methods, validity and reliability of the data collection instruments, data analysis procedures and the limitations of the study.

#### 3.1 *Research design*

According to Creswell (2014) a research design is the conceptual structure within which the research is conducted and constitutes the blue print for measurement of the variables, collection and analysis of data. Considering the nature of the stated research questions which were majorly quantitative in nature, descriptive survey was adopted while collecting the required data. The study therefore was descriptive in nature because the researcher was able to collect and analyze data as it existed in the field.

#### 3.2 *Area of study and Target population*

The research was carried out in Masindi District, Masindi Municipal Council, in selected USE Schools namely, Masindi, St. Dominic Savio, Green Field and Masindi Army Senior Secondary Schools. These areas were of interest to the researcher where the issue at hand was paramount. The Study population comprised of people categorized under teachers (150), 5 Masindi District and 3 Masindi Municipal Council top management Education department Officers. The age group was 24 years and above. The total target population of respondents who filled questionnaires was 150. The total number of Education Officials was 8 and these only answered interview questions.

#### 3.3 *Study Sample size*

The researcher used stratified random sampling in the selection of the respondents. This type of design makes information easily accessible. This involved categorizing respondents into three categories that is top management, teachers plus District Headquarters and Municipal Council Education officials. Out of 13 schools, 4 were selected from which 150 teachers were picked. On top of that, 8 District Education Officials were included making a total of 158 respondents. The sample size was determined using the population size of 150 respondents from where a sample of 108 was selected based on the Morgan Tables of determining the sample size.



Table 2: Stratified sampling for determining suitable sample

Respondents	Population	Sample
District Education Officials	08	08
Head teachers plus Deputies	08	08
Teachers	150	108
Total	166	124

### 3.4 Sources of data

Data was sourced from both primary and secondary sources so as to get the required information.

#### 3.4.1 Primary Source

Primary data refers to information collected firsthand from such sources as, experiments, surveys, and interviews. Generally, it can be said that primary data refers to firsthand information got during a research. This source of information is real and evidence based in regard to the topic being investigated upon. The researcher administered questionnaires and also used interview guides.

#### 3.4.2 Secondary source

This is a source where second hand information is used in sourcing data. In this case, the researcher used journals, newspapers, newsletters, textbooks and publications focusing on motivation and performance.

### 3.5 Data Collection Tools

In an effort to find answers to the stated research questions, the researcher used both primary and secondary data sources. Data collection is a major determinant of the reflection of the entire picture of the existence of the research problem. The researcher used guidance of structured questionnaires and interview guides to collect data.

#### 3.5.1 Questionnaires

The questions were designed with focus on independent and intervening variables. Questions in the questionnaires were developed in relation to specific objectives, research questions and hypothesis. Questionnaires were used to provide information about the views of respondents that became of value in analysis. The respondents were given particular responses in regard to the stated alternatives. Questionnaires were preferred by the researcher because they are less costly, less time consuming, respondents have adequate time to give well thought-out answers free from bias of interviewer. Respondents who are not easily approachable are reached confidently. It enables the researcher to use large sample, makes results more dependable. They were designed and administered to head teachers, teachers, District and Municipal headquarters education department staff and students.

### 3.5.2 Interview Guide

Interviews are face-to-face encounters which involve obtaining actual information (Creswell, 2014). For accurate information to be obtained; the researcher needed to obtain maximum cooperation from respondents and this was done by establishing a friendly relationship prior to conducting the interview. Interview is verbal questioning as a research tool of data collection. In order to avoid bias and distortion, it had to be controlled by the researcher. This kind of guide provided first-hand information.

### 3.6 Reliability and Validity of Data Instruments

#### 3.6.1 Reliability of Data Instruments

Reliability measures the consistency of research instruments to come out with the same result each time it is used under the same condition (Sekaran, 2009). The reliability of the research Instruments were ascertained through pre-testing to cross check the consistency and accuracy of the questions and answers obtained. A Cronbach alpha test was particularly carried out to establish the reliability of the questionnaire. If Cronbach's Alpha value is equal to 0.7 or it is above, then the instrument will be considered satisfactory (Cronbach, 1951). From the below Analysis, the reliability is 0.936 which is above 0.7 meaning that the research instruments were reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.936	15

#### 3.6.2 Validity of Data Instruments

Validity refers to the truthfulness of findings or the extent to which the instrument is relevant in measuring what it is supposed to measure. Validity here refers to the extent to which the Instrument accurately measures what it is intended to measure (Sekaran, 2009). This study utilized triangulation to ensure validity of research findings prior to the administration of the research instruments. Content validity ratio was employed to determine the content validity index using the formula below:

$CVI = \frac{\text{Total Number of items rated by all respondents}}{\text{Total number of items in the instrument}}$

$$CVI = \frac{\text{Total Number of Items rated}}{\text{Total Number in the Instruments}} = \frac{12}{15} = 0.8$$

A CVI of 0.7 and above is considered satisfactory.

### 3.7 Procedures of Data Collection

The research topic to be studied was first presented for approval. This led to drafting of a research proposal that provided data about the study as well as the procedures (methodology) that was later used to collect data from respondents.

The first step was obtaining of an introductory letter from the school of graduate studies of Team University, drafting of an application letter and outline the significance of the study which was presented to the organization where the research was carried out. The researcher also presented letters of introduction to the respondents indicating the purpose of the study, with the application letter for research justification. After justification, questionnaires were distributed to the intended respondents who were given ample time to answer them.

After respondents were through with the questionnaires, the researcher collected them for analysis and interpretation according to responses given.

### 3.8 Data processing and Analysis

Questionnaires were collected and checked in order to establish correctness. Every response was assigned a code and descriptive statistics were used to summarize the data in form of percentages. The collected data was organized and presented in form of figures, pie-charts and tables. This made it easy for the researcher to summarize the collected data.

Quantitative data was written out in detail from the field, notes put down by the researcher relating to the study objectives. Codes were put in the margins and common experiences and differences studied. Editing of the collected data was done at the end of every working day. To establish the relationship between independent and dependent variables and intervening variables, correlation analysis was used.

### 3.9 Ethical Consideration

Throughout the study, the researcher avoided as much as possible anything that would cause discredit on the report. She did this by complying with various principles such as voluntary participation that requires respondents not to be forced into participating in the research. The respondents were induced to participate in the study and they did it willingly. The respondents participated in the study after clear consent. They were fully informed of the procedures and risks involved in the study. Confidentiality was observed and this can be evidenced through the filled questionnaires where the respondents were not allowed to show their identity.

## IV. DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

### 4.0 Introduction

This chapter presents data presentation, analysis and interpretation of findings on the Teacher Motivation and O'Level Students' Performance of the selected Universal Secondary Education (USE) Schools in Masindi District. Data analysis was guided by the objectives under study and also entail analysis of the bio data.

### 4.1 Response rate

This study undertook 100% response rate that came from the total representation of the respondent with all the considered parties for the study were represented under study.

Table 3: Showing the response rate of Respondents

Respondents	Frequency	Percent
District Officials	8	6.5%
Head teachers	4	3.2%
Deputy teachers	4	3.2%
Teachers	108	87.1%
Total	124	100%

Source: Primary

### 4.2 Demographic information of the respondents

The information collected was based on the gender, age and experience in the teaching profession. All the respondents were requested to indicate their sex and the results were as indicated in the table below.

#### 4.2.1 Gender of Respondents

Table 4: Showing the Gender of the respondents

Gender	Frequency	Percent
Male	64	51.6
Female	60	48.4
Total	124	100

Source: Primary

Table 4 above on the gender of the respondents indicates that 51.6% were male and 48.4% were Female and in terms of numbers 64 were male and 60 were female making a Total of 124 respondents in all.

#### 4.2.2 Age of Respondents

Table 5: Showing the Age of the respondents

Age	Frequency	Percent
25-35 years	31	25
36-45 years	59	47.6
45 years and above	34	27.4
Total	124	100

Source: Primary

From the table 5 above, respondents aged 25-35 were 31(25%), those aged 36-45 were 59 and that is 47.6% while 44(27.4%) were 45 years and above.

#### 4.2.3 Experience of respondent

Table 6: Showing the level of experience of respondents

Experience	Frequency	Percent
1-5 years	20	16.1
6-10 years	40	32.3
11-15 years	30	24.2
16 years and above	34	27.4
Total	124	100

Source: Primary

From table 6 above, 20 respondents had an experience of 1-5 year which reflects 16.1% of the total respondents, 40 respondents had an experience of 6-10 years which is 32.3% Of the respondents, 30 respondents had an experience of 11-15 years indicating a percentage of 24.2%. And 34 had the experience of 16 years and above which is 27.4% of the total respondents.

#### 4.3.1 Influence of Annual Salary Increment on Teachers Motivation

Table 7: Showing responses on motivation of teachers

Question item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1. Annual salary increments have been affected every year.	43	39.8	31	28.7	19	17.5	10	9.2	5	4.6
2. Individual or work groups have been recognized for their work	30	27.7	50	46.2	5	4.6	20	18.5	03	2.7
3. There is reduced workload for teachers in terms of teaching load.	48	44.4	32	29.6	20	18.5	5	4.6	03	2.7
4. There has been good remuneration in terms of salaries, allowances, and gratuity.	31	28.7	50	46.2	15	13.8	9	7	03	2.7

Source: Primary data from the field 2018

The researcher sought to know if it was true that annual salary increment for teachers had been affected every year. Considering the results in table eight, 39.8% of the respondents strongly agreed that salary increment for teachers had been affected every year, 28.7% agreed. However, 17.5% remained neutral while 9.2% disagreed and 4.6% strongly disagreed.

#### 4.3.2 Influence of Individual/Group Recognition on Motivation of Teachers

On recognition, the researcher sought to know whether individual/group public recognition to best performing teachers had been done. Considering results in table eight, 46.2% agreed that recognition to best performing teachers had been done, 27.7% strongly agreed to the statement, 18.5% disagreed and 4.6% remained neutral.

#### 4.3.3 Influence of Reduced Teachers Workload in terms of Teaching Load on Motivation of Teachers.

The view that there is reduced workload for teachers in terms of teaching load was strongly agreed to by 44.4% agreed. On the contrary, 4.6% disagreed. Meanwhile 18.5% remained neutral.

#### 4.3.4 Influence of good Remuneration to Teachers in terms of Salaries, Gratuity on Performance of Teachers

On whether there was good remuneration to teachers in terms of salaries, allowances and gratuity, in response 28.7% of the respondents strongly agreed, 46.2% of the agreed. 4.6% disagreed. 13.8% held a neutral view while 2.7% strongly disagreed.

Table 8: Showing responses on performance of students of Masindi, Green Field, St. Dominic and Masindi Army S.S

Question item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1. There is timely reporting/punctuality in USE secondary schools	36	33.3	40	37	2	1.8	20	18.5	10	9.2
2. The quality of education has improved over the years from 2013-2017	35	32.4	45	41.6	07	6.4	10	9.2	11	10.1
3. There has been a revision of the curriculum to suit the current needs of society	33	30.5	45	41.6	8	7.4	14	12.9	8	7.4
4. Skilling of students has been increased over the years to address issues of an employment	46	42.5	30	27.7	8	7.4	12	11.1	12	11.1

Source: Primary data from the field 2018

Basing on the results in table 8, 18.5% of the respondents disagreed and another 9.2% strongly disagreed with the view

that there is timely reporting/punctuality in USE secondary schools.

On the contrary, 37% agreed and 33.3% strongly agreed. However, 1.8% remained neutral.

The idea that the quality of education has improved over the years from 2013-2017 was agreed to by 41.6% respondents 32.4% strongly agreed. 6.4% neither agreed nor disagreed. Meanwhile 9.2% disagreed and 10.1% strongly disagreed.

The results in the table indicated that 41.6% of the respondents agreed and 30.5% others strongly agreed that there has been revision of the curriculum to suite the current needs of society 4.7% of the respondents remained neutral. 12.9% disagreed and 7.4% strongly disagreed.

Skilling of students has been increased over the years to address issues of unemployment was the view of 42.5% of the respondents who strongly agreed and 27.7% agreed. On the other hand, 11.1% were in disagreement while 11.1% strongly disagreed. The other 11.1 remained neutral.

Table 9: Showing the relationship between the constructs of Motivation and Performance

		Performance
Annual salary increments have been effected every year.	Pearson Correlation	0.753**
	Sig. (2-tailed)	0
	N	108
Individual or work groups have been recognized for their work	Pearson Correlation	0.794**
	Sig. (2-tailed)	0
	N	108
There is reduced workload for teachers in terms of teaching load.	Pearson Correlation	0.712**
	Sig. (2-tailed)	0
	N	108
There has been good remuneration in terms of salaries, allowances, and gratuity.	Pearson Correlation	0.787**
	Sig. (2-tailed)	0
	N	108

Table 11: Showing respondents views on the roles of intervening variables on performance of learners in secondary schools

Question item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1. Constitution of statutory bodies like Board of Governors and PTA enhance students' performance at UCE in USE Schools	40	37	35	32.4	8	7.4	13	12	12	11.1
2. The Government policy on curriculum and Syllabus enhance Students performance at UCE	28	25.9	48	44.4	11	10.1	12	11.1	9	8.3
3. Central government provides well stocked Libraries to USE Schools in Uganda	30	27.7	40	37	8	7.4	20	18.5	10	9.2
4. Inspection of Government aided schools enhances performance at Uganda Certificate of Education	28	25.9	40	37	15	13.8	15	13.8	10	9.2
5. Local Government Education Department regularly inspects USE Schools.	25	23.1	43	39.8	13	9.2	20	18.5	7	6.4

Source: Primary data from the field 2018

Performance	Pearson Correlation	1
	Sig. (2-tailed)	
	N	108

Source: Primary data from the field 2018

There is a positive strong correlation between Annual salary increment and performance of students in USE schools in Masindi.  $r = 0.753^{**}$  and a Coefficient of determination of  $r^2 \times 100$  i.e.  $0.753^2 \times 100 = 56.7\%$  meaning that salaries account for 57% of the performance of students and the rest is due to other factors. Recognition for work has a strong positive relationship  $r = 0.794^{**}$  and accounts for students' performance by 63%, Reduced workload has a positive strong relationship with students' performance  $r = 0.712^{**}$  and accounts for 50.7% of the performance level and Remuneration has a strong positive relationship with students performance  $r = 0.787^{**}$  and accounts for 61.9% of the performance of students and all have a significant relationship i.e. a sig level of 0.000 in all cases.  $P < 0.01$  or  $P < 0.05$ .

Reduced workload for teacher in terms of teaching load and performance of students in USE schools in Masindi has a strong positive relationship with students' performance  $= 0.712^{**}$

Table 10: Showing the relationship between Motivation and Performance

		Performance	Motivation
Performance	Pearson Correlation	1	0.784**
	Sig. (2-tailed)		0
	N	108	108
Motivation	Pearson Correlation	0.784**	1
	Sig. (2-tailed)	0	
	N	108	108

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

Source: Primary data from the field 2018

From the table above, Motivation has a significant correlation with sig of 0.000 because it is less than 0.001 i.e.  $p < 0.01$  and a strong positive correlation of  $r = 0.784$  which accounts for 61.5% of the performance of students.

From the table 11 above, 32% of the respondents agreed that ‘Constitution of statutory bodies like Board of Governors and PTA enhanced students’ performance at UCE in USE Schools’ and 37% strongly agreed. 12% disagreed while 11.1% strongly disagreed. A sizeable number 7.4% were neutral.

It was 44.4% of the respondents who agreed with the view that ‘The Government policy on curriculum and Syllabus enhanced Students performance at UCE’ and 25.9% strongly agreed. 11.1% disagreed while 10.1% remained neutral.

In view of whether Central government provides well stocked Libraries to USE Schools in Uganda Central government provides well stocked Libraries to USE Schools in Uganda, 37% agreed and 27.7% strongly agreed. 7.4% were neutral. On the contrary, 18.5% disagreed and 9.2% strongly disagreed.

It was the view of 37% of the respondents who agreed and 25.9% others who strongly agreed that Inspection of Government aided schools enhanced academic performance of students at Uganda Certificate of Education. However, 9.2% strongly disagreed and 13.8% disagreed. While 13.8% were neutral.

From table 12 and 13 the model summary indicates that motivation is a good predictor of student’s performance and accounts for 61.1% of the performance and has a significant statistical relationship sig 0.000<sup>b</sup>. And therefore, the hypotheses should be accepted.

Table 12: Showing the regression summary.

Model Summary for relationship between Motivation and performance				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784a	.615	.611	.80616
a. Predictors: (Constant), Motivation				

Source: Primary data from the field 2018

Table 13: ANOVA Table

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	109.859	1	109.859	169.043	.000b
	Residual	68.888	106	.650		
	Total	178.748	107			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Motivation						

Source: Primary data from the field 2018

#### 4.4 Findings on the Qualitative Data from the interview with local government officers- Masindi

Presentation of data obtained from Interviews conducted with Local Government Education Officers –Masindi on The research “teacher motivation and student performance at Uganda Certificate of Education. A case study of selected

Universal Secondary Education schools in Masindi District. The information presented was organized under four Sections.

##### 4.4.1 Demographic Information

The Local Government Education Officers were asked to state their age range. In response they said they were well above 41 years.

Asked of their Educational Level, the Local Government Education Officers said they had Masters in Education except for the DIS who indicated that he had a degree in Education.

Regarding their Working Experience, the Local Government Education Officers stated that they had worked in the departments for over 11 years.

##### 4.4.2 Teacher Motivation

On teacher motivation, the Local Education Officers were asked a set of questions. Their responses were recorded below.

When asked to explain the roles of teachers’ motivation in Ugandan Universal Secondary Education, they had the following responses.

- To help them cope up with the challenges of ever increasing enrolment in classes and delayed salary payments
- To enhance commitment, innovation and hence effective instruction in USE schools
- To enhance result orientated performance on the part of the teachers.
- To improve their standards of living.

This is in agreement with the finding in the questionnaires above in the quantitative data.

Asked for the forms of remuneration teachers require in order enhance their performance, the responses of the Officers were listed below

- Attractive salary commensurate with the days demands
- Allowances for extra work done
- Accommodation within or close to the school premises
- Transport facilitation to carry school duties
- Provision of meals at school
- Offering chance for up-grading
- Promotions within or outside the school
- Verbal and or written appraisals

All the Local Government Officials were of the opinion that individual/group public recognition to best performing teachers does enhance performance. However, it was pointed out that it depended on how and what level the recognition was done. One further commended that it could be effective if basic needs were met first.

The researcher wanted to find out the impact of 'reduced workload for teachers' on teacher performance. The response of the officers were recorded as shown below

- Enhances efficiency on the part of the teacher
- Offered enough time for research
- Reduced stress
- Attend to individual student better
- Increased concentration in the subjects to be taught
- Enables easy organization of remedial lessons
- Increased level of assessment

Asked whether the introduction of USE between 2013 and 2017 in Government Secondary Schools enhanced Students' academic performance at UCE in Masindi USE Schools, the Officers responded "NO". However, they said *it only increased on the enrolment in Government Schools.*

Commenting on whether salary increment for the teachers had an impact on student performance, the Education top management officers had divided opinions. While one official said plainly not really, Other Officers argued that *'there was no correlation between salary increment for the teachers and the students' performance at all. Salary increment was a very small part of motivation'*. On the other hand, the DEO was of the opinion that *'Yes it did since it naturally would result in to increased teacher commitment to work'*.

Asked to explain how reduced work load would help to influence students' performance, the officers had the following idea.

- Teachers are able to attend to and provide maximum assistance to individual learners
- There would be much concentration on the few lessons the teachers are handling and provide much emphasis on learning points
- The teacher would have less issues to attend to leading to effective and efficient teaching and learning
- There would be enough time for research and the teacher could provide the relevant material needed to improve learner performance

In conclusion, the findings from the officers above on Teachers motivation as far as enhancing performance is concerned was in agreement with the findings using questionnaires that teachers motivation was a good predictor of learners performance in USE schools in Masindi District.

## V. SUMMARY, CONCLUSIONS AND RECOMMENDATION

### 5.0 Introduction

This chapter presents the summary of the findings of the study, draws conclusions from the study and also makes recommendations for the study, and areas of further research are suggested.

### 5.1 Summary of the study

The purpose of the study was to investigate the relationship between teachers' motivation and students' performance at "O" level. A case study of selected USE Schools in Masindi.

Four research objectives were on this note formulated to guide the study. The research objectives sought to: to examine the role of teacher recognition on performance of students at "O" level in selected USE schools in Masindi between 2013 and 2017, to examine the role of teacher remuneration on students' performance at "O" level in selected USE schools in Masindi for the period between 2013 and 2017, to determine the effect of teachers annual salary increment on students' performance at "O" level in selected USE schools in Masindi for a period between 2013 and 2017, to examine the influence of reduced teachers' workload on students' performance at "O" in selected USE schools in Masindi.

On remuneration, the study found out that teachers' remuneration had been catered for. It is expected that with good remuneration in schools, teachers would be motivated to perform better hence good students' performance at 'O' level. However, the presence of good remuneration in USE schools hasn't influenced positively students' performance. The study also found out that remuneration was a critical motivation factor that improves the teachers' motivation hence students' performance. The factor had been rated high by the respondents.

On reduced teachers' workload and students' performance at "O" level in USE schools, it was revealed that reduced workload greatly influenced performance. This implied that the more teachers workload is reduced, the better the performance. Data on the influence of reduced workload on performance revealed that the school, work load had been reduced to reasonable level. For example, the view that there is reduced workload for teachers in terms of teaching load was strongly agreed to by 44.4%, 29.6% agreed. On the contrary, 4.6% disagreed. Meanwhile 18.5% remained neutral and 2.7% strongly disagreed.

A regression analysis on whether reduced workload influences performance revealed a strong relationship between reduced workload and performance. Reduced workload has a positive strong relationship with students' performance  $r = 0.712^{**}$  and accounts for 50.7% of the performance level

On recognition, the researcher sought to know whether individual/group public recognition to best performing teachers had been done. Considering data got from the field, 46.2% agreed that recognition to best performing teachers had been done, 27.7% strongly agreed to the statement, 18.5% disagreed and 4.6% remained neutral. Recognition for work has a strong positive relationship  $r = 0.794^{**}$  and accounts for students' performance by 63%.

Findings on the influence of annual salary increment on performance revealed that majority of the respondents strongly agreed to the statement. Considering the results from

the field, 39.8% of the respondents strongly agreed that salary increment for teachers had been affected every year, 28.7% agreed. However, 17.5% remained neutral while 9.2% disagreed and 4.6% strongly disagreed. The researcher observed a positive strong correlation between Annual salary increment and performance of students in USE schools in Masindi.  $r = 0.753^{**}$  and a Coefficient of determination of  $r^2 \times 100$  i.e.  $0.753^2 \times 100 = 56.7\%$  meaning that salaries account for 57% of the performance of students and the rest is due to other factors.

### 5.2 Conclusion

Based on the findings, it was concluded that remuneration influenced teachers' performance, hence good students' performance at "O" level.

The study also concluded that recognition of best performing teachers positively influenced students' performance. This implied that the more teachers are recognized, the better the students' performance.

The study also concluded that annual salary increment revealed a strong relationship between salary increment and students' performance.

The study further concluded that there was a strong relationship between reduced teachers workload and students' performance in selected USE schools.

### 5.3 Recommendation

The researcher made the following recommendations basing on the findings and conclusions of the study:

- School management should recognize teachers' performance/achievements through establishing a reward based system. Appreciation may be through verbal, written or even material
- Teachers should be provided with training opportunities to allow they grow professionally.
- School Administration should ensure that teachers are offered promotion opportunities to enable them advance their career.
- Teachers should be given an optimum workload if they are to perform better.
- Motivation of teachers should be given priority since it is essential for both the teacher and the student in order to improve performance
- There should be a reward based system for teachers in order to motivate Teachers to work harder for better students' performance. The form of motivation could be verbal, material and monetary
- The Local Government should supervise all USE Schools regularly to enhance students' performance at "O" Level.
- The work environment such as provision of stoked libraries by the Government is key for better performance

### 5.4 Suggestions for further research

As study should be conducted to establish the challenges which USE School Administrators face in motivating teachers to enhance students' performance. A similar study should be carried out in other districts in order to establish whether the influence of teachers' motivation affects students' performance country wide at "O" level in USE schools. As well, the same study should be carried in private schools for comparative purposes.

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APPENDIX 1: QUESTIONNAIRE

Dear Respondents,

I am Nyandera Angela, student pursuing a master’s of science in Human Resource Management course at Team University, Kampala. You have been selected to participate in this research on teacher motivation and student performance at Uganda Certificate of Education. A case study of selected Universal Secondary Education schools. The information you provide will strictly be confidentially handled since it is meant for academic purposes.

Thank you so much.

This research is based on “Teachers’ Motivation and Students ‘Performance at “O” level (2012-2017). A case study of selected USE schools in Masindi District. Please, answer the questions by putting a “tick” (√) in the bracketand /or giving explanation where necessary. Do not write your name.

Part 1: Demographic information

This part seeks information about you.

1. What is your gender? Male ( ) Female ( )
2. How old are you?
  - a) 25- 35 years ( ) b) 36-45 years ( ) c) more than 46 years ( )
3. What is your professional qualification?
  - a) PHD ( ) b) Masters ( ) c) Graduate ( ) d) Diploma ( )
3. What experience do you have in the teaching profession?
  - (a)1-5 yrs( ) b)6-10yrs( ) c)11-15yrs( ) d)16yrs( )
4. Do you teach in form four class?
 

Yes ( ) No ( )
6. How many years have you been in this school?
  - a) 1 year ( ) b) 4 yrs ( ) c) 5yrs ( ) d) 6 yrs ( )
7. What is our Place of birth: village/Town.....

8. The Components of teachers ‘motivation in Ugandan Universal Secondary Education Schools.

Question item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Annual salary increments have been effected every year.					
2. Individual or work groups have been recognized for their work					
3. There is reduced workload for teachers in terms of teaching load.					
4. There has been good remuneration in terms of salaries, allowances, and gratuity.					

9. The performance of Students in USE schools

Question item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. There is timely reporting/punctuality in USE secondary schools					
2. The quality of education has improved over the years from 2013-2017					
3. There has been a revision of the curriculum to suit the current needs of society					
4. Skilling of students has been increased over the years to address issues of an employment					

10. The role of Intervening Variables

Question item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Constitution of statutory bodies like Board of Governors and PTA enhance students’ performance at UCE in USE Schools					
2. The Government policy on curriculum and Syllabus enhance Students performance at UCE					
3. Central government provides well stocked Libraries to USE Schools in Uganda					
4. Inspection of Government aided schools enhances performance at Uganda Certificate of Education					
5. Local Government Education Department regularly inspects USE Schools.					

APPENDIX 2: INTERVIEW GUIDE

Section I: Demographic Information

1. Age Range

- (a) 30years and below [    ]
- (b) 31-35 years [    ]
- (c) 36-40 years [    ]
- (d) 41 years and above [    ]

2. Educational Level

- (a) Degree [            ]
- (b)Masters in Education [       ]
- (c)PHD
- (d)Any other specify, \_\_\_\_\_

3. Working Experience

- (a) 5 years and below [       ]
- (b) 6-10 years [       ]
- (c) 11 years and above [       ]

Section II: Teacher Motivation

4.Please explain the roles of teachers' motivation in Ugandan Universal Secondary Education.....

.....

5. What forms of remuneration do teachers require in order enhance their performance?

.....

6. In your opinion, does individual/group public recognition to best performing teachers enhance performance

.....

7. What impact does reduced workload for teachers have on performance?

.....

8. Did the introduction of USE between 2013 to 2017 in Government Secondary Schools enhance Students performance at UCE in Masindi USE Schools?

.....

9. Does annual salary increment for teachers impact on students' performance? Please explain.....

.....

10. Please explain how reduced work load for teachers may influence students' performance?

.....

11. Does rewarding of best performing teachers improve students' performance?

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.....

12. Does salary increment for teachers' impact on Teachers' performance?

Please explain.

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.....  
.....

13. Does reduced work load for teachers influence students perform?

.....  
.....

14. Does constitution of statutory bodies like Board of Governors and PTA enhance Schools' performance at UCE in USE Schools?

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.....

15. Does the Government policy on curriculum and Syllabus enhance Students performance at UCE?

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16. Does central government provide well stocked Libraries to USE Schools in Uganda?

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17. In your view, does Inspection of Government aided schools enhances performance at UCE?

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.....  
.....

18. Does Local Government Education Department regularly inspects USE Schools? If so, how often is it done?

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## APPENDIX 3: TIME FRAME

TIME	ACTIVITY
June 2017	Writing concept paper
June 2017	Submission of concept paper
July 2017	Writing research proposal
July 2017	Writing, printing and binding of a fair copy of the research proposal
August, 2017	Submission and defending the research proposal
September, 2017	Preparation of instruments and Pre-testing instrument.
Dec 2017- February 2018	Data collection
March - July 2018	Data analysis, interpretation and Report writing
August 2018	Submission of rough copy of report for supervision.
August 2018	Making final corrections
August 2018	Submission of final report.