

**THE PERCEIVED TEACHERS' MOTIVATION AND ITS EFFECT ON
STUDENTS' ACADEMIC PERFORMANCE AT A'LEVEL IN SELECTED
SECONDARY SCHOOLS IN MASAKA DISTRICT**

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DECLARATION

I, MALE LIVINGSTONE, do declare that this work is a result of my own efforts and has not been submitted for the award of a degree in any other University.

SIGNATURE

MALE LIVINGSTONE

DATE

APPROVAL

This dissertation has been submitted with my approval.

SIGNATURE

PROF.J.C.S MUSAAZI

DATE

DEDICATION

This work has been dedicated to my parents Mr. Denis Saava Ssevvume (RIP) and Miss. Deborah Nabweteme Kayondo who laid for me a strong academic foundation that has propelled me to this academic level.

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ABSTRACT

The study investigated whether the perceived teacher's motivation has an effect on students' academic performance in selected Advanced level secondary schools in Masaka District. The objectives of the study were; the study investigated the effect of teachers' monetary rewards on students' academic performance at Advanced level, the effect of teachers' non-monetary rewards on students' academic performance and the relationship between monetary and non- monetary rewards on students' academic performance at Advanced level. The study was guided by a cross sectional survey research design using both qualitative and quantitative methods of data analysis. Data was collected using structured questionnaire, in-depth interview guide, field observations and focus group discussion guide. Respondents included different Advanced Level subject teachers in the counties of Bukoto and masaka municipality in masaka District.

The study revealed that students' academic performance Advanced Level is dependent on teachers' monetary rewards, students academic performance at Advanced level is dependent on teachers non- monetary rewards and that there is a significant relationship between monetary and non- monetary rewards on students' academic performance.

This study concludes that teachers motivation is instrumental in maintenance of an out standing students academic performance at A level. The study recommends that; (1) Head teachers, Parents and teachers Association, (P.T.A) and the board of Governors should step up the teachers' motivation in form of both monetary and non-monetary rewards, (2) The Government through the ministries of Public and Finance should also espouse a higher pay to teachers especially those working in rural areas if an outstanding students' academic performance at Advanced Level is to be achieved.

(3)The Education Service Commission should develop Promotional Scheme of Service for the teachers in the education service since there are many graduate teachers in the service, yet there are few secondary schools in the country.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study on “the perceived teacher’s motivation and its effect on student’s academic performance at ‘A’ level in selected secondary schools”, Masaka district was aimed at first to establish what motivates teachers in order to improve on students’ academic performance.

Employee motivation and satisfaction have always been important issues for managers and after all, high levels of absenteeism and staff turnover which are a result of dissatisfaction can affect the organization’s bottom line, as temps, recruitment and retraining take their toll. But few practices (in fact, few organizations) have made job satisfaction a top priority, perhaps because they have failed to understand the significant opportunity that lies in front of them. Satisfied employees tend to be more productive, creative and committed to their employers, and recent studies have shown a direct correlation between staff satisfaction and performance. Managers who can create work environments that attract, motivate and retain hard-working individuals will be better positioned to succeed in a competitive environment that demands quality and cost-efficiency.

Teachers in all ‘A’ level secondary schools are able to teach well if they work from a supportive and conducive environment. A conducive teaching environment is the one where teachers are well motivated either with monetary motivators or non-monetary motivators. It is important to note that a well motivated teacher will always teach effectively, resulting into an improved student’s academic performance. This study investigated the relationship

between teacher's monetary motivators and student's academic performance, relationship between teachers' non monetary motivators and student's academic performance and relationship between monetary and non-monetary motivators on student's academic performance in selected 'A' level secondary schools in Masaka District.

1.1 Background to the study

This part of the study presents the historical background of the study, the theoretical background, conceptual and the Context within which the study was carried out.

1.1.2 Historical Perspective

During the 1950's and 1960s, schools performed well because teachers were up to the task and it was wonderful for one to be a teacher. This was because a teacher was looked at as a leader, role model and inspirer. Teaching at the time was not all about money, but even then the money given to the teachers was sufficient. The teaching profession was the not envied in terms of remuneration given to the teachers. For example Kasaija (1991) and Kamuhanda (1976) asserts that teachers were well paid during the period of the colonists and immediately after independence in 1962, one would find a vehicle and a good house belonging to a teacher teaching in a rural area and this was because teachers were well paid.

Due to the good pay and high standards of living enjoyed at the time, their performance at school was high. For example during those days, most traditional schools produced the best students not only in academics and also in industry.

At a time when teachers' motivated declined tremendously, school performance also declined. Kamuhanda (1976) adds that the period of the 1970s ushered in a period of gross mismanagement both politically and educationally. Because of the dictatorial regimes of the day and the de-motivation due to poor pay, in addition to the rising poor working conditions such as poor accommodation, failure to recognize teachers, absence of staff development schemes, made many teachers to flee the teaching profession. Most of them went for green pastures in order to look for high incomes and escape the tyranny of Amin's government.

Consequently, because of the increasing teacher's attrition schools performance tremendously declined. In addition, the teachers who braved the poor working conditions and poor pay performed poorly which was attributed to failure to meet deadlines, failure to access students, failure to reach school on time and also failure instill discipline into students.

1.1.3 Theoretical Perspective

Human motivation studies aim in essence to discover what triggers and sustains human behaviour. Some scholars have theoretically confined themselves to analysing motivation in terms of processes, both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals, that drives human behaviour.

The most popular of the motivation theorists is Maslow's hierarchy of needs theory. It is popular not because of its simplicity but because of its suitability to issues that affect every human being at each level of human development. Other significant theorists were Herzberg in his two Factor Theory, Clayton Alder's ERG theory and McClelland's socially acquired need theory Chandan. (1997).

This study however is based on Herzberg's two factor theory and supplemented with Maslow's Hierarchy of needs. These were found the most important theories for this study because it was found in the field research the major challenge that was affecting teachers was that they felt were not respected in the employment world. They hence struggled to have increased responsibility, recognition and advancement which were the major elements in Herzberg's theory. Maslow's theory however comes in to balance when human needs expressed by Herzberg can not wholly satisfy human needs because according to him, achieving a need is only a satisfaction of a step in the process of achieving human satisfaction. From the theoretical orientation, many scholars have confirmed the causal factors of the relationship between motivation and employees' performance in organisations. Maslow's hierarchy of needs theory highly examines the aspects of motivation and productivity. It practically highlights what managers should put in a workplace to make it individual and work sustaining to the extent that the work the individual is doing should be a basis for individual growth while the individual feels the joy of performing his or her work successfully.

1.1.3 Conceptual Perspective

Conceptually, Koontz (1994) refers to motivation as a general term applying it to the entire class of drives, desires, needs, wishes and similar forces. It should be noted that people differ by nature, not only in their ability to perform a specific task but also in their "will" to do so. This "will" to do is what is known as motivation. Vroom (1964) expresses that "Motivation" comes from the Latin word "to move". He defined motivation as an internal force, based on an individual's conscious and unconscious needs that drive him/her to achieve. Motivation is

a needs satisfying process which reveals when one's self needs are satisfied or motivated by some factors, Robbins (1993).

“Motivation” comes from the Latin word “to move”. Vroom (1964) defined motivation as an internal force, based on an individual's conscious and unconscious needs that drive him/her to achieve. Motivation is a needs satisfying process which reveals when one's self needs are satisfied or motivated by some factors, Robbins (1993). In the 1930s, motivation was considered an important aspect of human behaviour but no scientifically based theory could explain it, Luthans, (1981). There are many motivational factors in organizations that would retain employees hence reduce on labor turnover. For this study, we will focus on reward management and job satisfaction.

Reward management refers to how resource allocations are based on employee performance in contrast to seniority, favoritism or any other non-performance criterion. Jacobs, (2005) citing Van der Post et al. (1997), reported that the organization's reward system should be perceived by employees as reinforcing the notion that most employees are good performers and there should be a linkage between reward and performance. In the same way, Ongori, (2007) citing Firth et al, (2004) and Manu et al, (2004) in a study conducted in South Africa observed that employees quit organization due to economic reasons. According to Cole, (2001); “Employees regard the organizational reward system as an important determinant for turnover”. Whitener, (2001), reported that fairness of rewards and recognition are positively and consistently related to labor turnover. Perceived fairness of the compensation system predicts organizational commitment and reduced turnover.

Teachers' motivation differs from teachers' satisfaction in the way that the former is the drive to satisfy a want or achieve an outcome; whereas the later is experienced when the outcome has been achieved. Therefore it should be asserted that teacher' motivation results into teachers' satisfaction and therefore improved teachers' performance. At the place of work managers motivate their subordinates to satisfy the employee's drives and desires and this induces them to act in a desired manner. The operational definition of motivation in this study is that motivation is what drives the employees' (teachers) to generate results for the organisation (School). In this understanding the employees may not find all their tasks interesting or rewarding, but they hold the belief on how those tasks are essential to the overall processes that make the organisation succeed.

Teachers' Performance is the practice of doing something well without wastage of time or money. Paul (1994.165) defines it as the relationship between organisations' use of its resources and its productive outputs and emphasizes that performance is the optimum use of available resources and achievement of maximum level of production. Mbiti (1984) noted that, performance is the actual generation of profit or the satisfaction of organizational short term and long term needs. For every teacher to achieve the set goals there is need to emphasize planning, coordination and supervision of activities through a stakeholder agreed framework.

In this contemporary world, the cardinal force behind school performance is motivation. According to Balunywa (2003), motivation is the inducement of a desired behavior with in subordinates. If it is inducement of a desired behaviour within subordinates, then, teacher's motivation is described as having the capabilities to do the following:- optimize academic

learning time, reward achievements in appropriate ways, utilize interactive teaching practices, hold and communicate high expectations for student performance and select and use appropriate types of instructions.

1.1.4 Contextual Perspective

From the educational context, Masaka District has been characterized a tremendous decline in the quality passes produced by most A' level secondary schools in Masaka district. Progressive increase in schools academic performance cannot be adequately managed by the head teachers alone without strategically and meaningfully motivating teachers for job satisfaction and effectiveness in schools' performance. Moreover, Education Standards Agency (ESA), a special department in the MOE&S concerned with promotion of secondary schools' education standards, issued guidelines for the efficient and competent management of secondary schools to the satisfaction of teachers and other key stakeholders, which headteachers should implement through professional management practices to include motivation of teachers to enable them, accomplish responsibility.

The Ministry of Education under the Education Strategic Investment Plan 2005-2010 has focused on improvement of quality education at secondary school level as one of the priorities which can only be achieved with the use of motivated teachers. Considering the schools in the Masaka District, the students' performance in schools and the quality of management of the schools is still a question that needs to be answered. The Ministry of Education report (2007) indicates that schools in Masaka District have continuously performed poorly and therefore an assessment of the current situation should be under taken

to improve on the students' academic performance in A' Level schools. All these challenges can only be handled for improvement in performance if the teachers were motivated to have a desire to uplift their level of performance.

The performance of secondary schools in Masaka District has generally been low and this was evidenced from the documentary results from the summary of Uganda Examination Board obtained for the year 2004, 2005 and 2006 which were obtained during the pilot study that showed successive decline as shown in the table below:-

Table 1: Documentary results from UNEB (based on the summary of principle passes A, B and C) in % for the selected A level secondary schools from Masaka District in the years 2004, 2005 and 2006

Year	School1	School1	School1	School1	School1	School1	School1	School1	School1	School1
s	1	2	3	4	5	6	7	8	9	10
2004	17.1	25.8	25.2	79.6	42.9	10	36.8	9.8	12.1	7.4
2005	30.3	25.9	28.3	78	30.9	32.7	34.2	10.1	13.2	6.8
2006	53.9	46.8	37.9	73.6	21.1	20.1	35.6	8.1	11.8	7.2

SOURCE: Uganda National Examinations Board

However, the pilot study was based on the summary of principle passes (A, B and C) that were scored in all A-level subjects in the selected A-level schools. The results indicated that there was a problem of motivating teachers in Masaka District. This called for an investigation whether money is a motivator and on whether there are other non monetary

motivators that equally contributed to the A-level students' academic performance. Therefore this study examined the effect of teachers' motivation on the students' academic performance in 'A' level secondary schools in particular focusing on the following elements; monetary and non monetary motivators.

It is also important to note that there has of recent been an upward adjustment in salaries for teachers but the performance has continued to shrink. The teachers are paid a salary scale determined by the government and the schools are headed by senior teachers who go to those schools through intensive interviews conducted by the Education Service Commission. To improve teachers' conditions and working life, the government has been reviewing salaries regularly where a graduate teacher now earns Shs 480,000 from 89,000 of 1992. Parents too, pay colossal sums as fees in addition to some other materials that students may require to bring like cement, reams of paper, beds and others, (MoES 2001) but which come in on parent agreement due to payment restrictions by Universal Secondary Education policy.

Despite all those isolated initiatives however, the performance has remained low as compared to the other parts of Uganda especially the Western region and Kampala. It is against this general background that this study was prompted to address the issue of motivation practices and teachers' performance in secondary schools in Masaka district.

1.2 Problem statement

Despite several efforts of the present government of Uganda and efforts of the several educators to encourage rural schools to improve on their academic performances, like posting trained teachers, providing textbooks to schools and paying teachers' salaries, there is still concern that academic performance in Masaka District secondary schools is generally poor.

This has been revealed by the Ministry of Education and Sports records together with information from news papers. (The New Vision, February 25th, 2004; pg2) revealed that, “UNEB statistics showed that performance in A’ Level Secondary schools was deteriorating year after year.

Usually the students’ academic performance may get improved when the teachers are tuned up to their teaching profession. There are number of things to tune if teachers are to perform among others, teaching facilities should be in place, there should be good teachers’ interpersonal relationships and above all teachers’ motivation should be catered for in all aspects. However, the passed years there has been some concern in level secondary schools in Masaka District where by a student’s academic performance has tremendously declined and the stakeholders has attributed these to number of factors:-

Many have asserted that teachers’ motivation is not up to the standards and therefore this has affected students’ performance. It’s against this background that the researcher has been motivated to investigate how the teachers’ motivation has affected student’s academic performance at ‘A’ level in Masaka District. Specifically, the researcher investigated the following elements; (1)The effect of monetary rewards on students academic performance,(2)The effect of non-monetary rewards on students academic performance,(3) The effect of monetary rewards and non-monetary rewards on students academic performance

1.3 Purpose of the study

The study examined the perceived effect of teachers’ motivation on the students’ academic performance in selected Advanced level secondary schools.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To find out the effect of Teachers' monetary motivators on students' academic Performance in Advanced 'A' level secondary schools in Masaka District.
2. To assess the effect of Teachers' non-monetary motivators on students' academic Performance in 'A' level secondary schools in Masaka District.
3. To find out the relationship between Teachers' monetary and non-monetary Motivators on students' academic performance in Advanced level secondary schools in Masaka District.

1.5 Research questions

The following research questions were investigated:

1. How do teachers' monetary motivators such as salaries and allowances affect students' academic performance in Advanced level secondary schools in Masaka district?
2. Is students' academic performance dependent on teachers' non-monetary motivators such as recognition, achievement, and responsibility held, work prospects, promotions, staff development?
3. Is there any relationship between teachers' monetary motivators, teachers' non-monetary motivators and students' academic performance in advanced level secondary schools in Masaka district?

1.6 Hypotheses of the study

The following research hypotheses were tested:

1. Students' academic performance does not depend on teachers' monetary Rewards.
2. Students' academic performance does not depend on teachers' non-monetary Rewards.
3. There is no significant relationship between teachers' monetary, non-monetary Rewards and students' academic performance.

1.7 Scope of the study

The study was carried out in Masaka district in two counties. Masaka is made up of Bukoto County, Bukomansimbi, Kalungu and Masaka Municipality. However the study was carried out in Masaka Municipality and Bukoto counties. It was carried out in ten (10) 'A' level Secondary schools out of the 21 found in the counties of Bukoto and Masaka Municipality.

The content scope of the study covered the effect of monetary motivators, non-monitors and academic performance as well as the relationship between monetary and non-monetary motivators on students' academic performance in Advanced level secondary schools in Masaka District.

1.8 Significance of the study

1. The study investigated the effects of teachers' motivation on the students' academic performance in A' level secondary schools in Masaka district and it was intended to benefit stakeholders like the parents, students teachers, school administrators, policy makers in the Ministry of Education and Sports who are assumed to benefit either directly or indirectly from the motivation of teachers. The following were the significances of the study:

2. As a result of this study the stakeholders in education especially the parents, headteachers and the Ministry of Education officials can realize that teachers' motivation improves on students' academic performance at A' Level. As revealed by this study, it facilitates job satisfaction which lubricates school management and administration since when teachers are well motivated, they easily achieve job satisfaction and therefore perform as expected.

3 From this study, Education administrators can be adequately believed that both the monetary and non monetary motivators are important. Both the teachers' monetary and non monetary motivator improves on students' academic performance. The results reveal that the intrinsic and extrinsic non motivators alongside monetary motivators result into job satisfaction that heads in to increased moral for teachers.

4 The education administrators should understand that teachers' monetary motivators should be revised from time to time since overtime money depreciates value due to inflationary tendencies. In addition since its every employees right, it should be get in such away that it hooks attractive in the eyes of the teachers.

The study findings are of benefit to school managers (Head teachers, Deputies and Directors of Studies) through understanding what motivates teachers monetarily in order to enable them enhance students performance.

The results of this study will be used by policy makers to institute policies relating to teacher motivation for schools to enable them ensure effective students academic performance. The study findings will help head teachers to improvise the better ways of motivating teachers in schools.

The study will benefit school managers to carry out proper accountability that can help them teach the goals of motivation in schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is divided into theoretical review, the conceptual framework and its interpretation and review of other related literature concerning teachers' academic performance at A' level in Masaka District. Three major research issues that were investigated and they include, teachers' monetary motivators, teachers' non-monetary motivators.

2.1 Theoretical Review

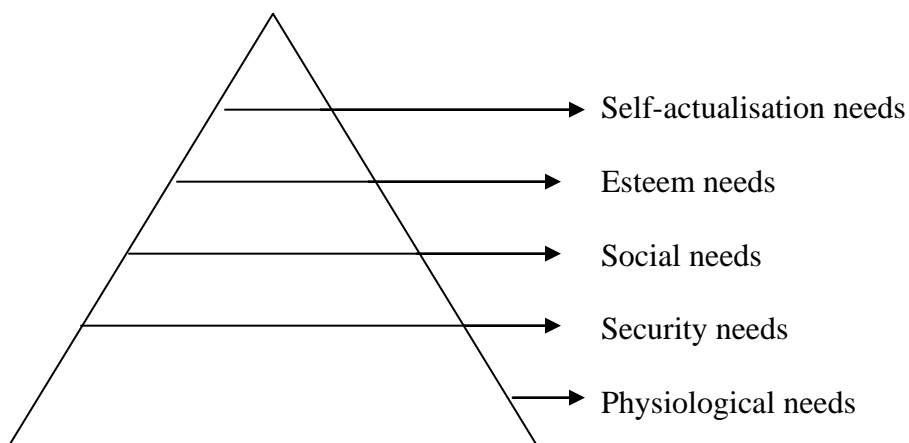
According to Armstrong (2006), motivation is concerned with the factors that influence people to behave in certain ways. Koontz (1990) looks at motivation as a general term applying to the entire class of drives, desires, needs, wishes and similar forces. Bennet (1998) looks at motivation as resulting from drives, needs and aspirations that determine behaviour. Musaaazi (1982), in examining the above definitions looks at what motivates others in a working environment and he defines motivation as consisting of tangible and intangible things like bonus, promotion, good leadership, morale and others. He then concluded that motivation improves the desire to do something better; he is a factor that affects performance in an organization. Balunywa (1997) defines motivation as the inducement of a desired behaviour with in subordinates with a view of channeling their efforts and activity to achieve organizational goals. Motivation is a general term that refers to the entire class of drives,

desires, needs, wishes and similar forces that compel people to choose certain options and not others (Maicib, 2003).

Abraham Maslow's theory has probably received more attention from managers than any other theory of motivation. He considers motivation as a hierarchy of five needs, ranging from the most basic physiological needs to the highest needs of self-actualisation. To him, individuals will be motivated to fulfill whichever need is prepotent, or most powerful, for them at a given time. The prepotency of a need depends on the individual's current situation and recent experiences. Starting with the physical needs, which are most basic, each need must be satisfied before the individual desires to satisfy a need at the next higher level.

Maslow's studies into human motivation made him to propose a theory of needs based on hierarchical model with basic needs at the bottom and higher needs at the top as shown in figure 1 below.

Figure 1: Maslow's Hierarchy Needs



Source: Chandan, J.S. (1997) Management concepts and strategies pg. 329

Maslow asserts that physiological needs include life basic needs for food, water, shelter and sex. The management may cater for needs by offering adequate wage and salary, acceptable

working conditions among others. The second level of safety and security is a need for self-preservation hence it dwells upon economic and job security, life and medical assurance and so, to safe guard the satisfaction of physiological needs.

The third level of love and social needs, seek for the sense of belonging and acceptance in community at the work place. These are needs for love, friendship and social interaction. We look for an environment where we are understood, respected and wanted. Hence, a reason for polarization. This is where people of similar background and beliefs tend to group together. Esteem needs are to attain recognition from others that reduce feelings of self-worth and self-confidence in the individual. “This can be done through involving subordinates in goal-setting and decision making process and provide adequate training to increase confidence among others” (Chandan, 1987).

The last top need according to Maslow is the self-actualization need. It is the need to develop fully and to realize one’s capacities and potentialities to the fullest extent possible. Employees should be given an opportunity to shape their own jobs to realize this need. Stoner & Freeman (Jan. 2000), say that employers first need a wage sufficient to shelter, to protect them and their family satisfactorily, as well as a safe working environment. Then their security needs must be met like job security, freedom from coercion or arbitrary treatment. They clearly defined provision of employers with esteem, feeling of belonging, or opportunities to grow.

Chandan (1997), quoting Barton (1985), however agreed with Maslow about physiological needs when he said that Mahatma Gandhi, the Indian leader once remarked that “even God

cannot talk to a hungry man except in terms of food”. Similarly, there is a quotation from the holy Guru Granth Sahib, the Holy Scriptures of the Sikhs, where a holy man says to God; ‘take your rosary beads away. I can not worship and meditate on you when I am hungry”. Hofstede in his (1973) study of differences in motivation and business practices in various cultures concluded that Maslow’s hierarchy of needs does not describe a universal human motivational process. Rather it is the description of a specific value system. Secondly, any one person’s needs can change over time. Although Maslow thought in terms of people progressing up his hierarchy, sometimes circumstances dictate moving down the hierarchy.

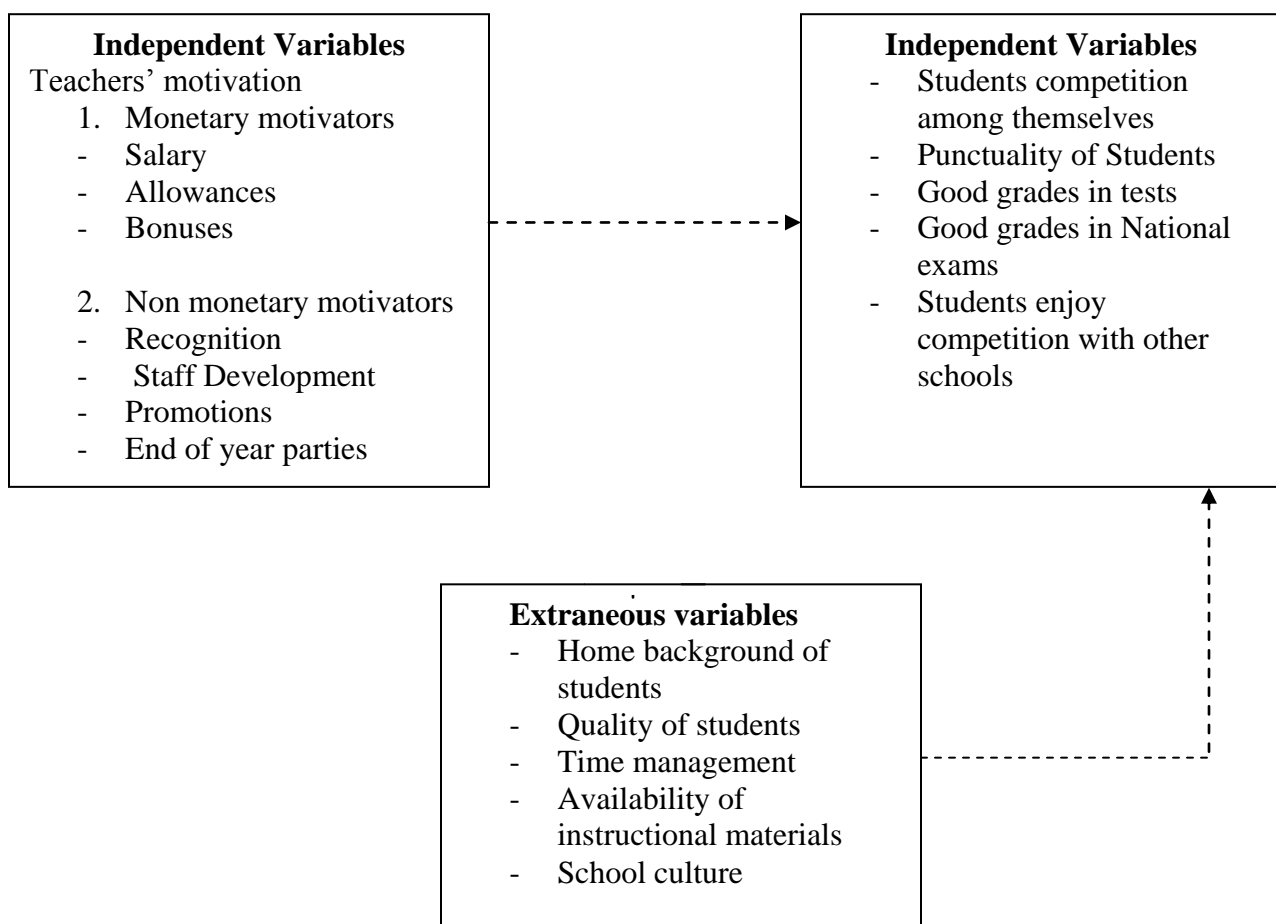
Therefore the research study considered the Maslow’s Hierarchy of needs theory which looks at teacher’s inner states as a basis for motivation relating them to environmental conditions **that** affect organizational performance. According to Maslow (1970), people are motivated to satisfy their needs and these needs can be classified into five categories. He suggested that **there** are five major needs and leading through a hierarchy of safety, social and esteem needs to the need for self-fulfillment, the highest need of all. Maslow’s hierarchy is as follows; Physiological needs. These are needs for oxygen, food, water, sex, shelter and clothing, safety needs: this is all about the need for protection against danger and the deprivation of physiological needs such as food, shelter and others and social needs: these include the need for Love, affection and acceptance as belonging to group.

Maslow’s theory of motivation states that when a lower need is satisfied, the next highest because dominant and the individual’s attention is turned to satisfying the higher need. He assents that man is a wanting animal: only an unsatisfied need can motivate behaviour and the dominant need is the prime motivator of behaviour. According to the theory, once the

employers emphasize the hierarchy as it is speculated in his model then they can be able to meet the monetary and non-monetary motivators in schools. This theoretical review was relevant to the researcher in identifying the teacher’s motivators mainly by hooking at the teacher monetary and non-monetary motivators and how they influence schools’ academic performance in secondary schools and Masaka District A’ level secondary schools are not exceptional.

2.3 Conceptual framework

Figure 1: Conceptual framework



Source: Developed by the researcher as a modification from Maslow’s Hierarchy of needs

From the above model, teachers' motivation was the independent variable, which influenced the dependent variable which was the students' academic performance. The impact of teachers' motivation on students' academic performance at A-level can be viewed in relation to both the Maslow's theories of motivation which suggested that teachers' motivation has to be properly handled for the employees to be motivated and improve on students' academic performance in schools. As a result of teacher motivation, students are likely to get good results in both internal tests and National examinations. This is a result of the fact that the students enjoy the competition amongst themselves and with other schools elsewhere.

According to the conceptual frame work, the teacher's monetary motivators which include salary, allowances and Bonuses and teacher's non-monetary motivators such as recognition, staff development, end of year parties and promotions, results, into increase in the teachers' effort towards uplifting the academic standards of schools through continuous assessment, regular attendance to normal lessons, punctuality of teachers to the school and class plus the teachers to be punctual, regular attendance to remedial lessons and to improve on performance. Should the teachers needs be fulfilled as emphasized by Maslow's hierarchy of needs theory, then the students' academic performance will be improved upon.

2.2.0 Related Literature

This part of the study presents information other scholars have put forward on the concepts under study.

2.2.1 Monetary rewards and students' performance in secondary schools

According to Kasaija (1991), each individual wants appreciation, recognition, influence and a feeling of accomplishment and a feeling that the people who are important to us, believe in us and respect us, Rewards are clearly associated with all these feelings. Argyris (1964) and McGregor (1960) as cited by Kasaija (1991), all agree that participation in decision - making has a favourable impact on employees responses to the job since such participation fulfils ego or higher order needs Maslow (1954) as the need for achievement, status and self actualization, Likert (1961) goes on to say that subordinates react favorably to experiences which they feel are supportive and contribute to their sense of importance and personal worth. Trusty and Sergiovanns (1966) report that the largest deficiencies for profession educators were satisfying esteem autonomy and self actualization needs. Okwir (2006), agrees with the above views and he summarizes it all that managers motivate employees by providing an environment that induces organization members to contribute. A manager can do much to sharpen the motives of the workers by establishing an environment favourable to certain drives. He argues that managers know that motivators are forces that influence individual's behavior. So, in any organization, managers must be and certainly are concerned about motivators. Because of this awareness, managers often try to be inventive or creative in the use of motivators to influence performance of their employees. Referring to the views expressed by Drucker (1988) that a manager does not handle people, but he motivates, guides, and organizes people to accomplish their goals, and that his effectiveness depends on his ability to communicate well with his employees seems to be significant. For example the results of this study indicate that whenever employees were briefed and given feedback about their performance, there was a resultant effect in their performance. However, it should be noted that good communication is not a complete entity in itself especially on the Heads of

schools but rather a transactional process across all categories of employees especially when it comes to information that relates to staffing the Institutions.

Employees will behave and engage in all sorts of activities that they feel satisfy their various needs , desires and wants but what managers can do is to use those motivators that will lead the to effectively perform towards the achievement of the organization's goals (Wehrich and Koontz,1994). Thus rewards can minimize work turnover in the organization.

Skinner (1976) maintains that the outside environment influence behaviour and determines which behaviour will be repeated and which one will not be repeated by was of rewards. Some of Skinner's findings are quite interesting and worth noting.

1. When something given to a subject of an individual is liked and highly valued by the subject it acts as a reward and behavior is reinforced. Skinner calls this positive Reinforcement.
2. When something dislike by a subject is removed as a result of behaviour this he calls negative reinforcement.
3. When something which is liked or valued by the subject is taken away, it is a form of punishment called the omission of training and
4. When something is disliked by the subject and yet it is given to the subject than this is a form of punishment.

In the first two cases the rewards reinforce the behaviour while in the last two the rewards are aimed at eliminating the behaviour. These are remarkable findings which need to be followed

up to determine which rewards can reinforce desired behaviour among worker, in our case, among teachers.

It is also important to find out as to whether a given reward will reinforce the same behaviour in two different individuals. Nearly (1964) as reported by McCormick (1980) assessed the preferences of a large sample of Electrical trade Union members for six benefit options which were approximately equally in cost to the employer. The results showed that differences in age showed the differences in their preference. This shows that the application of one set of rewards and the operation of a single reward may not yield motivation results as may be required by the managers.

The crucial thing is to realize that what one person may find rewarding may not be so rewarding for others in the group (Cooper 1964). Vroom (1964) and Skinner (1976) emphasise the connection between behaviour and rewards. To influence behaviour rewards must be associated with the behavioral interest.

Kimbrough (1988) when reporting on surveys conducted among education Department employees in the United States of America on personal job satisfaction says that satisfaction tends to be related to the Job level, with those in high job positions reporting higher positions re-affirm their career choices saying that financial rewards alone are insufficient to induce job satisfaction. This means that they derive some of their motivation from non-monetary motivators. Bartal and Martin (1988) argue that organizations which have policies of keeping their pay levels at rates above those indicated or offered by the majority of organizations are more strategically positioned in attracting and retaining the best available talent, The same

view is held by Lawler (1981) Millovich and Newmann (1987)., that if this is so, rural areas can't attract talent and retain it if these institutions maintained above market rate salary and benefit structures.

Deway (2000) further stresses that, individual employees needs are different and it therefore makes sense to relate the benefit package to those needs by giving employees a menu of benefit to select from. Benefits are viewed as another example of non-financial rewards. Wages, they are non-cash additions, to basic pay. Maicibi (2003), presents examples to include cars, pensions, health insurance, relocation expenses, maternity leaves, payment of professional subscriptions, payment of telephone bills, seasonal loans and long service awards to mention but a few. In addition, Armstrong (2003) presents benefits to include, time off, sabbatical leaves, social facilities and subsidized mortgage.

With the above therefore Gashaija (1997) was right when he pointed out that, the current thinking is based on a single opinion that pay should be seen as part of the wider relationship between management and employees and that the reward system adopted should act as a medium for the expression of management style and their attempt to create commitment amongst the workforce. Bratton (1988) presents salaries as the most widely recognized type of reward. He defines salary as a fixed periodical payment to employees, usually expressed in terms of salaries. However, according to Bowey (1976), salary structures comprise a hierarchy of job grades with progressive levels of responsibility, status and authority with corresponding pay increments and relate effort to these rewards through a system of rules and procedures.

Reward management basically refers to salaries, wages and benefits Armstrong (2001) notes that Wages which is one of the recognized financial rewards is defined as a payment made to manual workers expressed as a rate per hour with common examples like overtime pay. This is for any work done beyond normal working hours. Other financial payments presented by Graham include as discussed below; Shift pay; this is paid to employees who work unusual or changing hours, to compensate them for inconveniences and hardships. Special additions; these include money paid due to risks involved in the job, dirty jobs and other situations. It is paid in addition to other payments to conditions regarded as abnormal. Length of service additions, which is paid either on results of appraisal or on completion of a certain period of service.

Cost of living allowance; commonly given in response to a rise in the general price level or to employees who work in high cost areas. Policy allowance. These cover miscellaneous, extra payment like the addition to the job evaluated rate for temporarily scarce employees and payment by results. Bowey (1976) looks at salary structure as comprising of hierarchy of job grades with progressive levels of responsibility, status, authority with corresponding pay increments and relates effort to these rewards through a system of rules and procedures.

Graded salary structures are those where jobs are graded according to their sizes and progressive, the basis of experiences, performance or length of service. Individual job ranges which entails the payment of different pay ranges to each individual job rather than jobs of similar size being grouped together and paid within a common range and finally, job families where different pay rates are given to distinct groups of staff each with different relevant pay markets in the organization. Others include Bonuses and incentives.

2.2.2 Non - monetary Rewards and students' performance in Secondary schools

Mac swain (1988), as quoted by Kasaija (1991) in a study ; 'non-salary incentives as viewed by Cleveland teachers' with the aim of generating a list non-salary incentive, found that teachers had certain preferences and the list contained, among others, end of year staff party, free lunch while on duty and planning time.

O'Connor (1989), as reported by Kasija (1991). In a study on "incentives for community college instructors found that instructors valued highly those incentives which encouraged them to seek additional formal training after employment. Other findings were: (a) Instructors were satisfied with their Job and were committed to it. (b) They wanted an expanded incentives programmed to provide more opportunities for staff- development.

The civil servants Census Report (1988) says that in Uganda the values of the salaries and wages has been eroded continuously and therefore little importance is attached to them as rewards for performance. This has had a negative effect on the activation of the workers. The present study will also attempt to find out how this affected the teachers in question.

According to Armstrong (2006), motivation at work can take place in two ways. First people can motivate themselves by seeking, finding and carrying out work, (or being given work) that satisfies their needs or at list leads them to expect that their goals will be achieved. In secondary schools, people can be motivated by management through such methods as pay rise, promotion, praise and others. In support of Armstrong, Hertzberg (1957), asserts that there are two types of motivations: the first one being intrinsic motivation, which are self-generated factors that influence people to behave in a particular way or to move in a

particular direction, these factors include responsibility, (feeling that the work is importance and having control over ones own resources), autonomy (freedom to act) scope to develop and use skills and abilities, interesting and challenging work and opportunities for advancement.

Current thinking is based on the opinion that pay should be seen as part of the wider relationship between management and employees and that the reward system adopted should act as a medium for the expression of management style and their attempt to create commitment amongst the workforce (Bratton, 1988). Bratton (1988) emphasizes that organizations view pay as a determinant of employees' work attitudes and behavior. The nature of payment affects an individual's decision to join a company, to work effectively, to undertake training, to accept additional responsibilities, to stay with the organization or to join a trade union. However, the issue of use of rewards to stimulate performance and commitment has proved to be an international issue. Caldwell (1981), for example, argues that in Canada, the United States and the United Kingdom, top management pay is increasingly linked to the achievement of business objectives, and for their subordinates pay is being geared to individual potential and performance. He stresses that this is aimed at gaining commitment of hard working individuals.

While writing on welfare practices which is an important element in the staffing situation in Universities and other organizations, Buwa (1991) noted that, "the quality of dedication can only be improved if qualified staff stay longer in organizations where they have been posted and that this can only be achieved if the conditions and terms of service of teachers are favorable and attractive. Secondly, physical and social facilities should be good and

conclusive so that teachers can stay in the schools without having to opt for other employment opportunities elsewhere. Though many organizations world over are striving to achieve organizational stability through an efficient reward practice, it looks different from the Universities of today, (World Conference On Education For All, WCOEFA (1990)). At the conference it was observed that Lecturers in Africa work under strain largely because they are poorly remunerated and have this low production prospects. This has lowered their morale and leads to high wastage and moving to other occupations.

The staffing situation in schools is further constrained by the process by which these schools are created. Considering private schools in Uganda, the Ministry of Education and Sports (2005) highlighted that their weaknesses are embedded in their creation. The majority of the community members they serve have failed to acknowledge their values. The report revealed that some community members focus on what they feel will benefit them as individuals and not as a community or nation. This has affected the Universities to the extent that the community members do not feel they should pay the Lecturers an adequate salary and this has limited the Schools' abilities to recruit good teachers. The study further reveals that most of the private schools have opted to compete with the already existing schools than learning from each other. This has resulted into competition for staff instead of helping each other to develop reliable staff. The report further reveals that in all the private schools, there was a weakness or failure to invest in research by the academic staff.

The second one is extrinsic motivation, which is, what is done to or for people to motivate them. This includes rewards, such as increased pay, praise or promotion, and punishments such as disciplinary action, with holding pay or criticism. Extrinsic motivators have an

immediate and powerful effect, but it will not necessarily last long. The intrinsic motivators on the other hand are concerned with the 'quality of working life.' Are likely to have a deeper and longer term effect because they are inherent in individuals and not imposed from outside. Secondly, people can be motivated by management through such methods as pay rise, promotion, praise and others. According to Herzberg (1957), there are two types of motivation:

1. Intrinsic motivation, which is self-generated. Factors that influence people to behave in particular or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act) scope to develop and use skills and abilities, interesting and challenging work and opportunities for advancement.
2. Extrinsic motivation, which is, what is done to or for people to motivate them. This included pay, praise or promotion, and punishments such as disciplinary action, withholding pay or criticism.

Extrinsic motivators have an immediate and powerful effect, but it will not necessarily last long. The intrinsic motivation, which are concerned with the 'quality of working life' are likely to have a deeper and longer term effect because they are inherent in individuals and not imposed from outside. According to Ouma (2007), employee motivation may be considered both as action and status.

The action occurs when management takes steps to foster a work environment where employees are self driven to perform tasks at a level that meets or exceeds management standards. (Tosun,1981), Employee motivation as a status similarly describes the degrees to

which management succeeds and employees are relatively motivated or de-motivated when measured against one or more performance gauges.

Different people are motivated differently and by different things and that is why it is important to know how they are motivated in order to direct motivation towards the realization of organizational goals. Reviewing the theories of motivation helps us to understand what drives people to initiate action and to engage in certain practices in the work place such as the school setting. Therefore head teachers should study individual teachers and motivate them differently if the organization is to achieve.

There are several theories of motivation, which focuses on different variables in an attempt to explain motivation in the organizational setting such as schools. The theories are generally studied under three categories. Instrumentality theory, or reinforcement theory, content or needs theory and the process theory (Armstrong, 2006).

The instrumentality theory states that rewards or punishments (carrots & sticks) serve as means of ensuring that people behave or act in desired ways. 'Instrumentality' is the belief that if we do one thing it will lead to another, in its crudest form, instrumentality theory states that people work for money. According to Taylor (1947) money or remuneration is a primary incentive to workers, thus, the remuneration employees receive whether as basic salary or allowances such as medical, transport, housing and others, influence their levels of motivation work. The theory emerged to century with its emphasis on the need to rationalize work and on economic out causes, it assumes that a person will be motivated to work if rewards and penalties are ties directly to his or her performance, thus the awards are contingent upon effective performance, The theory is based on the principle of reinforcement as influenced by Skinners(1974) concept of conditioning, that people can be 'conditioned' to

act in certain ways if they are rewarded for behaving as required. Motivation using this approach has been, and still is, widely adopted and can be successful in some circumstances.

In my opinion, it is based exclusively on a system of external control and fails to recognize a number of other human needs. It also fails to appreciate the fact that formal control system can be seriously affected by the informal relationship existing between workers. Process theories, in the process theory the emphasis is on psychological process or forces that affect motivation, as well as on basic needs. It is also known as cognitive theory because it is concerned with people's perceptions of their working environment and the ways in which they interpret and understand it, process theory deal with the thought process that influence individuals behaviour. Individuals assess their interactions with their work environment and process theories of motivation consider what people are thinking about when they decide whether or not to exert effort into a particular activity. The theories also concern how employees seek rewards in work circumstances, how they select behaviours with which to meet their needs and determine whether their choices were more successful. The process or cognitive theory has three more theories under it which are as follows;

Kayizzi (1990) in his study notes that teachers' value promotions and they would appreciate improvements in their conditions of service, which have hitherto been unfavourable. He also recommends training Head teachers in various aspects of personnel administration so as to enable them handle teachers in the appropriate manner.

Contributing to this study, Herzberg divides the work environment into two major groups, namely hygiene factors and motivators. Motivators are variables that produce good feelings

about work, while hygiene factors are in the environment rather than the work itself. The presence of hygiene factors does not actually provide a motivating situation. In actual fact what Herzberg did was to divide Maslow's hierarchy of needs into two factors, that is, hygiene, which corresponds with lower-order needs and motivators which correspond with high-order needs. The need to establish the applicability of the above studies to secondary schools in Bukoto and Masaka municipality forms a basis for this research.

Herzberg's theory explains relationship between motivation and performance where the two are positively correlated. This is in line with the Ugandan Prime Minister Apollo Nsubambi (New Vision Oct 31st (2000) who called on manager's both in private and government to recognise dedicated workers for motivation. He said that recognition for creativity and excellence in the performance of their duties motivates workers to increase performance. "I call upon managers to strengthen the recognition culture", said Apollo Nsubambi.

Cole (1997) however observes that effective performance of the job does not only rest on motivation. There are other factors such as skills, management style or organisational climate and others that affect the results people achieve. Current thinking is based on the opinion that pay should be seen as part of the wider relationship between management and employees and that the reward system adopted should act as a medium for the expression of management style and their attempt to create commitment amongst the workforce Bratton (1988). He (Bratton) emphasizes that organizations view pay as a determinant of employees' work attitudes and behavior. The nature of payment affects an individual's decision to join a company, to work effectively, to undertake training, to accept additional responsibilities, to stay with the organization or to join a trade union.

However, the issue of use of motivation to stimulate performance and commitment has proved to be an international issue. Bratton (1988), for example argues that in Canada, the US and the UK, top management pay is increasingly linked to the achievement of business objectives, and for their subordinates for pay is being geared to individual potential and performance. He stresses that this is aimed at gaining commitment of hard working individuals.

While writing on motivation management practice that is appropriate, Buwa (1991), said that, “the quality of dedication can only be improved if qualified teachers stay longer in schools where they have been posted and that this can only be achieved if the conditions and terms of service of teachers are favourable and attractive. Secondary, physical and social facilities should be good and conclusive so that teachers can stay in the schools without having to opt for other employment opportunities elsewhere. In a view related to Buwa’s, Hans (1982) observed that there is a significant inequality in conditions of service and remuneration (reward management) between teachers in urban, peri-urban and the rural areas but only well qualified and explained teachers in cities remain in are well remunerated, and remain in the profession for life, but the rest consider teaching as a temporary stop gap whilst looking for something better.

Though many organizations world over are striving to achieve organizational stability through an efficient reward practices, it looks different from the schools of today. (World Conference On Education For All -WCOEFA held in Thailand 1990). At the conference it was observed that Teachers in Uganda work under strain largely because they lack teaching

materials and are poorly remunerated and have low production prospects. This has lowered their morale and leads to high wastage and moving to other occupations. This could be the main reason to why Kaahwa (1991) had to lament that, teaching has not attracted many people because teachers are poorly paid and their salaries are not matched with inflation changes.

However, it is not the little salary which makes teachers grumble, but they are complaining about what that money can fetch them and that which they are entitled to but do not get, (Kayizzi 1990). Concluded that, those who are still teaching were doing so because they were still looking for better jobs but not because the reward practices were convincing. This is a view that shows that the reward practices in Masaka secondary schools are not friendly. Hence Buwa (1991) was right while talking about reward management, when he stressed that, the employers should make conditions of teachers attractive in order to retain them in service.

2.2.3 Summary of Literature review

A number of theories and researches have highlighted on motivation, the importance of non monetary rewards, and monetary rewards on students' academic performance. From those studies the researcher learns that motivation of teachers varies with varying interests of teachers for instance, some teachers are motivated by monetary rewards, others by non monetary rewards and yet others motivated by both. There was a need to find out how non monetary rewards affect student performance. Secondly, the researcher learnt that the impact of non monetary rewards and monetary rewards on performance varies from people to people. What was not yet known was to what extent do monetary and non monetary rewards contribute to performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter showed the methods and procedures of data collection, analysis and presentation. It was based on the following themes the research design, population of study, sample size and selection, data collection instruments, testing validity and reliability, procedure, and data analysis. Academic performance was measured depending on test scores and examination scores in Uganda National Examinations Board (UNEB).

3.1 Research Design

The study employed across sectional survey research design in which both qualitative and quantitative data was used where questionnaires were used to establish the descriptive statistics and thus tables, frequencies and percentages were used to represent the results. For qualitative data, in-depth interviews and surveys were used to establish the in depth understanding of the phenomena on a certain concept by the respondents. In- depth interview guides were used to establish the in-depth knowledge of the concepts. Data was also obtained from a cross sectional survey research design where data was collected from a cross section of respondents. In-depth interviews and surveys were used to establish the respondents' feelings, perceptions and views of respondents about a particular research phenomenon.

3.2 Population of study

The population of the study comprised teachers selected from Masaka district Secondary schools. It involved interview of students and selected parent stakeholders.

Table 2: Teachers and head teachers from Masaka Municipality and Bukoto Counties of Masaka district

County	Number of 'A' level schools		Number of head teachers		Subject teachers	
	Total population	Sample size	Total population	Sample size	Total population	Sample Size
Masaka Municipality	12	4	12	4 I	180	60
Bukoto	16	6	16	6	240	90
Total	28	10	28	10	420	150

Source: Krejcie, R. V. and Morgan D. W (1970) Determining sample size for research activities and psychological measurement

3.3 Sample Size and Sampling technique

Purposive sampling was then used to determine the two counties from which the A' level schools to be included in the study was drawn. It was not easy to conduct the study in all counties due to limited resources and the time factor. Simple random selection was used after the sampling frame was drawn and each school which was making an even number on the list

was included in the sample size of the study. A sample size of 160 (35.7%) head teachers and teacher respondents was selected from 448 total populations using systematic random sampling. Systematic random sampling was then used to select 10 (3 5.7%) head teachers from the 28 Out o the 28 A.-level Secondary Schools, simple random sampling was used to select 10 A-level Secondary Schools. Out of the 150 teacher respondents, 63 respondents representing 42% were females whereas 87 respondents representing 58% were males. Forty five respondents (30%) had an experience of 0-5 years; sixty three respondents (42%) had an experience of 6- 11 years while forty two respondents (28%) had an experience 12 — 16 years. The results show that many teachers had taught for a period between six and eleven years and therefore if they are well motivated they can achieve higher levels of students academic performance.

3.4 Data collection instruments.

Closed - ended questionnaires were used to collect data with some Likert scale on teacher motivation and some sections of open-ended questions were used to probe further the inside understanding of the concepts. Documentary evidence got from ministry of education and sports for results and internet.

3.4.1 Questionnaires

Closed and open - ended questionnaires were used for data collection. These were used because they ensured confidentiality of the responses and was time- saving. They were cheap in cases where respondents were too busy to access when using interviews.

3.4.2 Documentary evidence

Documents were important instruments for data collection as they revealed results of schools with better motivation as compared to those without motivation. These enriched the existing research material and also provided second hand fact-findings to support the gap that were left unanswered by the questionnaire. The sources to be reviewed were; UNEB results, Newspapers, Internet and journals of education research.

3.4.3 Interview guides

Interview guides were conducted on 12 respondents who were randomly selected from the staff of teacher's to ascertain the correctness of the data collected and to get an in-depth understanding of the motivation factor in the schools in the study. Interview guides were used because they provided in-depth information that could not be captured using questionnaires (Arnin. 2005).

3.5 Testing Validity and Reliability of instruments

3.5.1 Validity of the instruments

The content related evidence of validity was used to calculate the validity of the questionnaire.

Two lecturers from the school of education were requested to make an independent judgment of the relevance of the items in the questionnaire in relation to the objectives of the study.

The content validity index (cvi) was used to quantify the agreements between the two judges.

The cvi was calculated as 0.857 (86%) using the formula

Cvi = total of consensus rating 3 through 5

Total number of items in instrument

Where:

Not sure 2 = strongly disagree 3 = Disagree 4 = Agree 5 = strongly agree

The value of 0.857 approximately 86% meant that the items in the questionnaire were focused on to the intendment or required information (Am in 2005).

3.5.2 Reliability

The reliability of the instrument was then ascertained using Cronbach's Alpha coefficient. This coefficient was used because it is useful when measuring reliability of items in the instruments that can be scored on a four scale, which is more than two points. The reliability of the instruments was calculated and found to be 0.692 using the formula

$$\alpha = \frac{k}{k-1} \left(\frac{1 - SD_i^2}{SD_t^2} \right)$$

Where k number of items in the instrument/questionnaire

SD_i^2 Variance of the individual item

SD_t^2 = variance of all items in the instrument

And α is the Cronbach's index which is approximately 70%, indicating a strong positive correlation coefficient between the items in the sample.

3.6 Procedure

An introductory letter was obtained from the School of Education Makerere University (see appendix I) which introduced him self to various selected A' Level Head teachers and subject teachers in Masaka district who were participate in the study.

Questionnaires were then distributed to the selected respondents to minimize the possible loss of questionnaires. The study involved 182 questionnaires which were distributed, but only 150 were retrieved showing a percentage retrieval of 82.4% and a loss of 17.6%. The loss was due to the fact that the questionnaires were self administered that is they were given to the respondents and were later picked from the respondents who did not return them. The interview guides were also conducted in the same period of time immediately after collecting questionnaires from the teachers.

3.7 Data Analysis

For quantitative data analysis, data collected was entered in a template design using a Statistical Package programme for Social Scientist spss which was then analyzed using frequencies and percentages. For qualitative data analysis, codes were developed after data collection and the coded transcripts were analysed. Editing was done basing on clarity, legibility, and consistency of data collection. This information was formulated in a story form for easy writing. The interviews were tape recorded and analyzed according to the development of standard description and explanations. The researcher used correlation statistical tests of analysis to test for the hypotheses of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter deals with the presentation, analysis and interpretation of the results. It starts with background characteristics of the selected schools per county, sex of respondents, teaching experience, relationship between non monetary motivators and academic performance of students and the regression analysis of the variables. The study findings are presented in this chapter basing on research hypothesis of the study. The study was carried out in schools in Masaka district namely.

4.1 Analysis of background characteristics

This part of the study presents information on the characteristics of the respondents. It is the section that indicates the quality of respondents and gives credibility of the results.

4.1.1 Selected school per county

The researcher did not carry out research in the whole district because of the limited time and resources. As a matter of principle, he randomly selected the 10 schools for the study from two counties out of the four counties that make Masaka district. These are Masaka Municipality and Bukoto counties respectively.

Table 3: Selected schools per county

County	Name of school	Frequency	%
Masaka Municipality	Blessed Sacrament SS Kimaanya	4	40
	Masaka Paranets' Secondary School		
	Masaka Secondary School		
	St. Henry's College Kitovu		
Bukoto county	St. Bernards College Kiswera	6	60
	Kaddugala Secondary School		
	Sseke Secondar School		
	Kako Secondar School		
	Mawanda Girls Secondary School		
	Kinoni integrated Secondary School		

From table (3) above, Bukoto County had most schools selected for the study, which is 6 schools which composed of (60%), while 40% of the schools were selected from Masaka Municipality. This implies that the view and perceptions presented in the analysis were more influenced by respondents from Bukoto County Schools.

The interpretation of the table 3 above is that in terms of size, Masaka municipality is quite smaller than Bukoto County. Likewise, even the numbers of schools in Masaka municipality are fewer than those in Bukoto county. Masaka Municipality for example has a total of 10 A' Level secondary schools while Bukoto county has 20 A' Level secondary schools. Therefore, for purposes of representation, the schools selected in Bukoto county (60%) are more than those in Masaka Municipality (40%).

4.1.2 Status of the school selected for the study

Teacher motivation is assumed to differ from school to school and from private to government aided schools because these are represented by different policy framework and sources of funding. As a researcher therefore, it was imperative to collect data on teachers' motivation in both private and government aided schools for comparative purposes.

Table 4: Analysis of the status of the selected schools

Status	Frequency	Percentages (%)
Private schools	5	50
Government aided schools	5	50
Total	10	100

From table 4 above, there was equal representation of both government schools (50%) and private schools (50%) in the study. The assessment of teachers' motivation and its effect on academic performance was equally represented in both government aided schools and private schools.

In the same way, the researcher preferred to balance the number of private and public schools selected for the study. That is why private schools were (50%) and public schools were (50%).

4.1.3 Teacher representation per school

The researcher noted that not all teachers that were given questionnaire returned them. It was then necessary to analyse the rate at which questionnaires were returned and how it affected the analysis.

Table 5: Teachers representation per school Name of school

Name of school	Teachers' frequency	Teachers' percentage (%)
Blessed Sacrament Kimaanya Secondary School	10	8.9
Masaka Parents Secondary School	11	9.8
Masaka Secondary School	14	12.5
ST. Henry's College Kitovu	13	11.6
St. Bernard's College Kiswera	11	9.8
Kaddugala Secondary School	9	8.0
Sseke Secondary School	11	9.8
Kako Secondary School	12	10.7
Mawanada Girls Secondary School	11	9.8
Kinoni Integrated Secondary School Total	10	8.9
Total	112	100

From table 5: above, a teachers' sample of 182 respondents was expected from the 10 schools (18 respondents were expected from each school), but only 112 respondents (61.5%) were realized from the 10 schools. This shows that the questionnaires were reliable because those actual teachers who were represented in the study were above average (61.5%). In addition, the researcher also observed that the teachers' representation in each school was dependent upon nearness to urban areas. As such Masaka Secondary School in Masaka municipality had the highest representation 14 (12.5% compared to other schools, followed by St. Henry's College Kitovu 13 (11.6%). The two schools however are government aided schools. This could have been due to the fact that Masaka Secondary School and St. Henry's

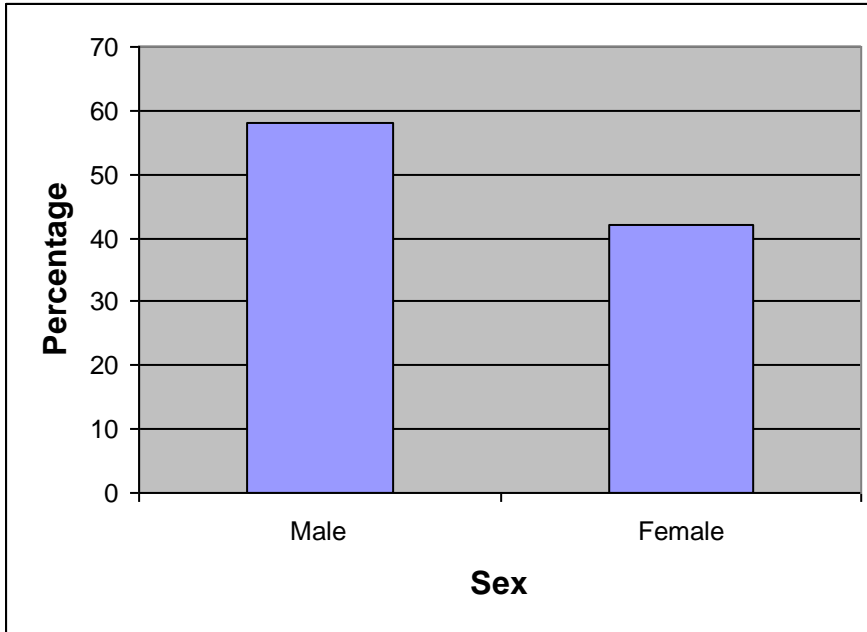
College Kitovu respectively have a large staff composition of 40 and 30 A' Level teachers respectively, compared to the rest of the schools. Secondly, government aided schools have more teachers. At the same time the two schools are located in urban setting where many teachers are attracted to teach than in rural schools. The school with the lowest teacher representation was Kaddugala Secondary School 9 (8%) because it is in a rural setting, with limited funding and that is why the numbers of teachers allocated to this school is smaller than in the other schools.

For a balanced representation of the teacher respondents, schools a high number of teachers automatically had higher teacher representation as indicated in table 5.

4.1.4. Sex distribution of teacher respondents

The researcher analysed the sex distribution of teacher respondents in a bid to find out the gender composition of teacher who participated in the study fig I below shows that analysis.

Figure 2: Sex distribution of teacher respondents.

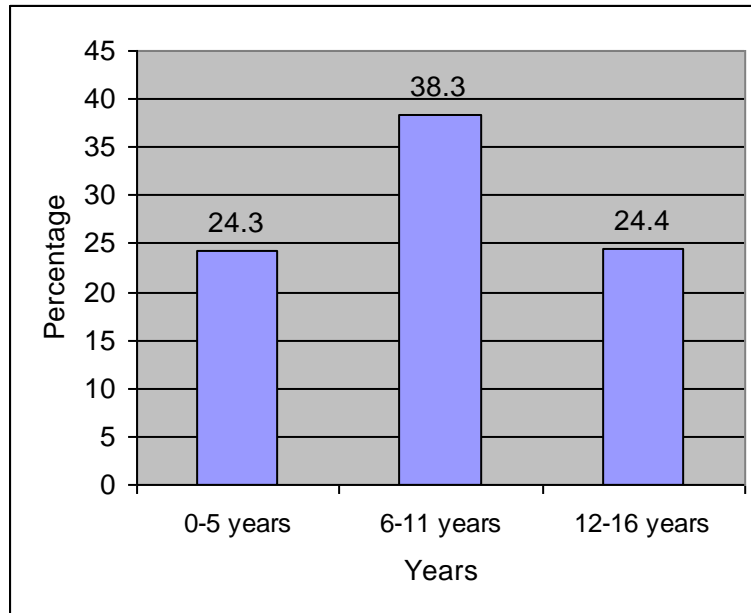


From the figure above, the majority of the respondents (58%) were male teachers while 42% were female teachers. This means that the male teachers' views dominated the study.

4.1.5. Teaching experience of teacher respondents

The study analyzed the teaching experience of the respondents in a bid to find out the category of teachers by experience who participated in the study. Figure (2). below shows the analysis.

Figure 3: Simple bar graph showing teaching experience of respondents



From (figure 2) it was revealed that the majority of the respondents had a teaching experience of 6-11 years (38.3%), followed by those between 0-5 years (24.3%) followed by those between 12-16 years (23.4%), while there were no respondents by 17 years and above.

4.2. Presentation of the results

The study findings are presented in this chapter, hypothesis by hypothesis as follows

Hypothesis I

The hypothesis stated that, “Students’ academic performance is not dependent on teachers’ monetary motivators”. The hypothesis (1) was tested using the Pearson Product Moment Correlation Coefficient in which items 5-9 in the questionnaire were combined to create one variable. The Pearson product moment correlation test was applied and the computed Pearson values observed for all the categories testing in this hypothesis are shown in table 4. It was found that there was a positive relationship between teachers monetary motivators and students’ academic performance as indicated by ($r = 0.420$) that was generated at 0.000

probability. This relationship is statistically significant (p 0.000) at 0.01 level of significance therefore the null hypothesis (Ho) was therefore rejected as indicated in Table 4.

Table 6: A summary of Pearson correlation results on how students’ academic performance at ‘A’ level is dependent on teachers’ monetary motivators.

Performance		Performance	Monitory Motivation
	Pearson Correlation	1.000	.420
	Sig. (2-tailed)	.	.000
	N	112	112
Monitory Motivation	Pearson Correlation	.420	1.000
	Sig. (2-tailed)	.000	.
	N	112	112

** Correlation is significant at 0.01 level (2 tailed) (p 0.000)

From table 4, above there is a significant relationship between monetary monitors and students’ academic performance (r’ 0.42). This implies that increases in teachers’ monetary motivators leads to increase in students’ academic performance. This implies that teachers’ monetary motivators alone are not sufficient enough to account for the increased students’ academic performance. There are yet many other factors apart from teachers’ monetary motivators which when combined, account for increased students academic performance. However, as much as teachers may be motivated financially, it is not in its self enough to transform the academic status of the school parse, because to attain high levels of students’ academic performance entails a multiplicity of factors some of which are environmental, political, social and economic factors else where.

In addition, the researcher found out the teachers' opinions on the likely out come factors experienced as a result of teachers' monetary motivators to increase student academic performance.

Table 5: indicates that many teachers agree that with monetary rewards teachers tend to come early to school 71(63.4%), there is regular marking and feedback to students 60 (55.6%), regular testing and examination of students is done 61 (56%), the financially motivated teachers also tend to attend to lessons regularly 55 (52.4%). The results in table 5 are in support of the fact that teachers' monetary motivation increases students' academic performance because after financial facilitation, every teacher is eager to teach actively, attend to class demands and above all they maintain the general students' discipline which is a fundamental factor towards academic Excellency in secondary school.

Table 7: Effect of teachers' Response monetary motivators on students' performance

Effect of monetary	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Teachers come very early at school	16 (14.3%)	71 (63.4%)	17 (15.2%)	7 (6.3%)	1(0.9%)
Regular marking and feedback to students	16 (14.8%)	60 (53.6%)	22 (20.4%)	9(8.3%)	1(0.9%)
Regular testing and examination of students	16 (14.7%)	61 (56.0%)	23 (21.1%)	5 (5.5%)	3 (2.8%)
Regular attendance to class lessons	25 (23.8%)	55 (52.4%)	22 (21.0%)	2 (1.9%)	1 (1.0%)
Regular attendance to extra lessons	9 (9.0%)	53 (53.0%)	26 (26.0%)	6 (6.0%)	6 (6.0%)
Maintenance of students discipline	7 (23.3%)	15 (50.0%)	4(13.3%)	4 (13.3%)	0

Respondents indicated that they increase students' performance through the following:

- Teachers come very early at school (74.8%). This was mainly rewarded in private schools where teachers were offered rewards in appreciation.
- Maintenance of students' discipline (73.3%), in fact the schools had appointed teachers to be in charge of discipline and there were associated benefits.

- Regular attendance to class lessons (76.2%), it should be noted however that there were no additional benefits to this because it was an ethical obligation.
- Regular marking and feedback to students (70.4%) , the direct benefits could not be easily assessed.
- Regular testing and examination of students (70.7%), this was also an obligation and the teachers' rewards were directly connected to this variable.

Regular attendance to extra lessons (62%), this attracted allowance especially for private schools.

Much as monetary motivators greatly influence an increase in students' academic performance, it does not go without saying that there are several problems that may arise in the process of clinging to monetary motivators. This could be the reason why the extent to which teacher monetary rewards influences students' academic performance as being very low (0.422) = 17.6 18%. Such problems hinder the full reliance on teachers' monetary motivators as factors accounting for increase academic excellence. Table 6 below elaborates the various problems associated with monetary motivators in the schools' effort to improve students' academic performance.

Table 8: Problems associated with monetary motivators in improving students’ academic performance in the school

Response	Frequency	Percent
Teachers become entirely money driven	34	22.7
Irregular payment of allowances	22	14.7
Inadequacy of funds	16	10.7
There is a tendency for asking more money everyday	18	12.0
May lead to exploitation of teachers	13	8.7
Un balanced distribution of resources to priorities	15	10.0
Some schools are poor and remote and cannot afford	11	7.3
It increases the school expenditure	15	10.0
Non Response	6	4.0
Total	150	100.0

The majority of the respondents (22.7%) indicated that teachers become entirely money driven while 12.0% indicated that there is a tendency for asking more money every day.

A further 14.7% of the respondents revealed that there was irregular payment of allowances while 10.0% cited increase in school expenditure.

From table 6 above, it can be observed that there are many problems hindering the influence of monetary motivators on academic performance. Majority of the teachers indicated that teachers become entirely money driven 34 (22.7%). This is followed by others who argue that there is a tendency for teachers to ask for more money (salary increment) 120°/1. These and many other problems tend to hinder the reliance on teachers monetary motivators as a remedy towards increasing students' academic performance in secondary schools in Masaka District.

Needless to say, some teacher respondents maintain the reliance on monetary motivators may lead to exploitation of teacher 13 (8.7%), it may increase the school expenditure 15 (10.0%). As a result of the tendency to float regularized salary increments as a lee way to ensure academic performance. it seems that the majority of the teachers agree that monetary rewards have problems associated with them. This is why only very few 6 (4.0%) gave no response on the would be problems compared to those who eagerly stated those problems representing 108 (96.4%).

Hypothesis II

The hypothesis stated that students' academic performance is dependent on teachers' non monetary motivators.

Items that tend to work as non-monetary motivators such as recognition achievements such responsibility held, work prospects, promotions and staff development that in return drives the teachers towards improving students' academic performance at 'A' level were identified

and used to test the hypothesis. The hypothesis was therefore tested with items 9-12 in the questionnaires.

The teachers' opinions on non monetary motivators was tested at five levels; strongly agree (SA) agree (A) disagree (D) strongly disagree (SD) and not sure (NS). A summary of the Pearson correlation results on items testing the hypothesis obtained through the Pearson correlation at $P = 0.000$ at 0.01 levels of significance, the calculated value (r) was revealed to be 0.454 at a significant 0.01 level. The calculated value of Pearson (r) was 1 for non-monetary motivators and 0.454 for students' academic performance was greater than significant performance level at 0.01.

Table 9: Relationship between non-monetary motivators and academic performance of students

Performance		Performance	Non-Monitory Motivators
	Pearson Correlation	1.000	0.454**
	Sig. (2-tailed)	.	.000
	N	112	112
Non-Monitory Motivators	Pearson Correlation	0.454**	1.000
	Sig. (2-tailed)	.000	.
	N	112	112

The results hence indicate that there is a relationship between non-monetary motivators and academic performance of students. This relationship is statistically significant ($p = 0.000$) at 0.01 level of significance. This implies that increase in non-monetary motivators for teachers leads to increase in academic performance of students in the selected secondary schools. Therefore, there is a positive relationship between non-monetary motivators and students' academic performance at 'A' level. This means that an increase in non-monetary motivators for the teachers leads to an increase in the students' academic performance in the selected 'A' level schools in Masaka district. Results on the extent to which non-monetary motivators contribute to students' academic performance, revealed that non-monetary motivators alone do not account for students' academic performance. Apart from a good salary other factors like recognition, achievement, and responsibility held, work prospects like further education and staff development impact on teachers' performance other extraneous variables like the school culture availability of instructional materials, time management, ability of students, and the leadership style of the school heads should also be considered in a bid to ensure effective academic performance.

The interview results obtained from (6) Head teachers from Bukoto County further suggests that enhancing students' academic performance entails a plethora of factors save for the non-monetary motivators. 'The head teacher had this to say "in order to ensure academic excellence several issues have to be combined. One should not only look at teachers non-monetary rewards like improved terms and conditions of service but also the availability of teaching aids like test books charts, globe, wall maps, field work and academic seminars money so as to facilitate the proper teaching-learning process"

A regression analysis was further conducted in order to predict those factors within the non-monetary motivator that actually determined the positive relationship between non-monetary motivators for teacher and students academic performance.

The research indicated that there is a significant relationship between monetary rewards and students academic performance at A' Level in M asaka District.

Table 10: Regression Analysis of Non- Monetary Motivators

	Unstandardized			Standardized	t	Sig.
	coefficients			Coefficients		
	B	Std.	Error	Beta		
(Constant)	2.086		1.484		1.406	.183
Tours for teachers	-.045		.328	-.036	-.137	.893
Parties for teachers	-.078		.359	-.072	-.217	.832
Recognition	1.298		1.035	.873	1.254	.232
Transport	-.956		.241	-.675	-3.966	.002
Promotion of staff	.796		.312	.492	2.553	.024
Staff development programmes	.399		.436	.317	.916	.377
Teachers are accorded						
leave of absence in case	-.377		.668	-.296	-.564	.582
of any problem						
Staff accommodation	.567		.376	.458	1.509	.155
Staff meals	.218		.498	.163	.438	.668
Rewarding best performing teachers	-.785		.924	-.355	-.849	.411
Medical care for teachers	.398		.365	.243	1.092	.295

Involvement in decision making	-1 .475		.449	-1 .097	-3.289	.006
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Given beta coefficient of 0.492 with corresponding statistical significance of 0.024, promotion of staff has the greatest effect on academic performance of staff. Other non monetary motivators that affect performance of students but which are statistically insignificant are: staff development programmes (Beta = 0.3 17, Sig. 0.377), Recognition (Beta=0.873, Sig. =0.232) and provision of medical care to teachers (Beta = 0.243, 0.295).

This implies that non-monetary rewards have significant relationship with students academic performance at Advanced Level.

Table 11: Teachers’ problems associated with non-monetary motivators in the school’s effort to improve on students’ academic performance in the school

Responses	Frequency	Percent
Study tours are time wasting	2]	18.7
Low interest of administration in promoting non monetary motivation	17	15.2
Administrators are not informed on the areas that require motivation	14	12.5
May lead to wrangles more so when done without merit	10	8.9
Some monetary motivators are too expensive to fulfill	19	17.0
<i>Non response</i>	31	27.6
Total	112	100.0

Table 9 indicates that non monetary motivators especially study tours are time wasting (182%), that there is low interest of administration in promoting non monetary motivation

(15.2%), some monetary motivators are too expensive to fulfill (17.0%) and that school administrators are not informed on the areas that require motivation (12,5°/).

Table 9 showing problems associated with non monetary motivators in the schools' efforts to improve on students' academic performance in A' level schools.

According to table 9 above, many teachers confused that some non-motivators are too expensive to fulfill 19 (17%) especially in rural schools like Kaddugala secondary schools and Seke secondary school where the budget allocation to rewards and reciprocated interest is too small in connection to the above therefore, the head teacher of Kaddugala secondary school in Bukoto county confessed as such "it would be a good gesture to rewards all teachers by giving them extra benefits apart from money as away of motivating them to work harder dear budgetary implications which a rural schools like this one cannot afford to sustain so. the were fact that non=monetary motivators cannot be extended to our dear teachers is due to this economic implication and social setting".

Judging from the above observation got from one of the interviews done on Head teachers, non- monetary motivators cannot be fully extended to all schools by the school authority simply because of their economic deprivation gap". However, some schools authorities have a negative attitude towards rewarding. The teachers have indicated that some teachers have a low interest in promoting non-monetary motivators 17 (15.2%) others think that study tours for teachers are a wastage of time 21 (18.7%) much as some administrators have a negative attitude towards non-monetary motivators, it is imperative to note that others connate distinguish non monetary motivators from monetary motivator table 9 above shows that

administrators are not informed about the areas that require motivation 14 (12.5%) because of lack of knowledge pertaining to motivation in staff development.

Therefore, there is need for awareness work shops in this direction in a bid to educate school managers about the process and principle of staff motivation and their implication in secondary schools in Uganda. Table 9 showing problems associated with non monetary motivators in the schools' efforts to improve on students' academic performance in A' level schools.

According to table 9 above, many teachers confused that some non-motivators are too expensive to fulfill 19 (17%) especially in rural schools like Kaddugala secondary schools and Seke secondary school where the budget allocation to rewards and reciprocated interest is too small in connection to the above therefore, the head teacher of Kaddugala secondary school in Bukoto county confessed as such "it would be a good gesture to reward all teachers by giving them extra benefits apart from money as a way of motivating them to work harder dear budgetary implications which a rural school like this one cannot afford to sustain so. the fact that non monetary motivators cannot be extended to our dear teachers is due to this economic implication and social setting".

Hypothesis III

The hypothesis states that; there is no significant relationship between monetary and non-monetary motivators on students' academic performance. Indicators of both monetary and non-monetary motivators were identified and used to test the hypothesis. Hypothesis 3 was therefore tested with items 17-22 in the questionnaire. The respondents' opinions and teacher

monetary and non-monetary motivators on students' academic performance at A' Level were tested at five levels: strongly agree (SA), agree (A), disagree (D strongly disagree (SD) and not sure (NS).

Table 12: The relationship between monetary motivators, non-monetary Motivators and students' academic performance

Monitory Motivators		Monitory Motivators	Non-Monitory Motivators
	Pearson Correlation	0.426	0.454**
	Sig. (2-tailed)	0.000	.000
	N	112	112
Non-Monitory Motivators	Pearson Correlation	0.426	0.454**
	Sig. (2-tailed)	.000	0.000
	N	112	112

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

1. There is a positive relationship between monetary motivators and non-monetary motivators ($r = 0.426$) and this relationship is statistically significant ($p = 0.000$) at 0.01 level of significance.
2. There is a positive relationship between monetary motivators and students academic performance ($r = 0.494$) and this relationship is statistically significant ($p = 0.000$) at 0.01 level of significance.

3. There is a positive relationship between non-monetary motivators and students' academic performance ($r = 0.161$) and this relationship is statistically significant ($p = 0.454$) at 0.01 level of significance.

The results in table 12 above obtained using the Pearson correlation coefficient (r) revealed that the calculated values, which was got using the SPSS data analysis was 1, at 0.01 significant hence for non-monitoring motivators and in relation to the students academic performance, the calculated value (r) was revealed to be 0.454 at 0.01 significant level. This meant that the calculated values of Pearson (r) (1 for non monetary motivators) and (0.454) for students academics performance) was grater than significant performance level at 0.01.

Results in table 12 above also show that the calculated values (r) for monetary motivators as (0.426) at 0.01 significant level and in relation to the student academic performance the table also revealed the calculated value (r) as 0.494 at 0.01 level of significant. All the above results indicated that the calculated values for non-monetary, monetary and student academic performance was greater than 0.01 level of significant. Thus the null hypothesis which stated that there is no significant relationship between monetary, non-monetary and students' academic performance was therefore rejected. This meant that there is a relationship between teachers' monetary, non-monetary and student academic performance in secondary schools in Masaka District.

There is therefore appositive relationship between Teachers monetary and non-monetary rewards in A, Level secondary schools in Masaka District.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study are discussed with a view to highlighting the situational circumstances under which the respondents gave the kind of responses they supplied on the basis of that discussion, conclusions and recommendations are made.

5.1 Discussion

A study of teachers' motivation and its effect on students' academic performance at K Level in selected secondary schools in Masaka district was undertaken. Teachers' motivation is of a great importance in schools because it is an inducement of a desired behaviour with subordinates (teachers) (Balunywa W, 2003)

Hypothesis I

The hypothesis states that students' academic performance does not depend on teachers' monetary motivators. The results obtained indicate that students' academic performance depends on teachers' monetary motivators. This directly agrees with the view held by Maicibi (2003), where he suggested that teachers' pay can contribute to job satisfaction particularly when it is directly related to performance. In the same way, Beer and Beer (1992) reiterated teachers' underpayment that what they get cannot enable them to afford a decent life. In the same vein, (Sekiwu, 2003; Kasaija, 1992), contends that a salary to any civil servant is a right. Therefore, administrators in schools and national policy makers have

the duty to ensure that salaries and wages of teachers are commensurate to their standards of living which motivates them to raise their commitment to the work in schools. The problem is often the educational managers' inability to administer monetary motivators effectively. Thus, Hanagau (1988) remarked that the key to effective work force lies in the understanding of human resources motivation and its role to job satisfaction.

Maicibi et al (1993) further contends that job satisfaction and motivation are closely interlinked in school management and administration and that when teachers are well paid they easily achieve job satisfaction and therefore perform as expected. It was also noted that teachers should be paid what can enable them to have the basic needs of life and by any standards have a better payment. If teachers are not well motivated, they may be forced to look for alternative sources of income which impacts negatively on their performance which may automatically lead to poor students' academic performance.

The likely snag with increased salary payments is that in the long run, teachers may not consider the pervious increase as a motivator and they may continue to demand for higher pay as time goes on. Therefore, salary increments are only temporally solutions to teachers' motivation. The problem is worsened when neighboring schools give out different packages in form of monetary motivators. For example; handshakes (bonuses), over times pay, marking allowance.

Hypothesis II

The hypothesis states that students' academic performance does not depend on teachers' non monetary motivators. A summary of data used to test this hypothesis is presented in table 7 chapter 4. The table indicates that all items used to test this hypothesis are statistically significant.

The findings reveal that there is a relationship between non monetary motivators and students' academic performance at 'A' level. This directly agree with Musaaazi et al (2005) who contends that experienced human resources managers have always known that it takes more than just a good salary to attract and retain top talents and that it takes an attractive total reward package including both intrinsic and extrinsic rewards to motivate employees. In this context therefore. Non-monetary motivators for teachers play a leading role in motivating teachers.

It was further supported by Kibuuka (2008) in his opening remarks at UACE marking centre at St. Mary's College Kisubi, who believed that teachers are not motivated by money to teach better but their motivation is to see a job well done. This is partly due to the ethical training received by teacher trainees at universities and colleges Cutter (2005). In addition, the retired teachers of Gayaza High school supported this notion and had this to say, "It is homely to see your students excel in politics medicine and other high ranking professions other than money". This was further supported by Male (2005) who is said to have asserted that we get excited when we try to assist children in their studies and they excel.

This was further supported by the head teacher of St. Henry's College Kitovu who was quoted to have said that teachers want to be recognized for good work done that when s/he wants to encourage his teachers; s/he pours a lot of praise to those whose performance is exceptionally good.

Knootz and Weihrich (1998) further contends that organizational staffing and the entire process of leadership must be built on the knowledge of motivation that an educational institution cannot effectively achieve its objectives of high academic performance on the side of her students without motivating the teacher towards achieving there treasured goals.

The likely snag with non monetary motivators however is that many head teachers believe that such non - monetary rewards are expensive to under take and above all school administrators in rural schools do not have a vote in their budgetary estimates to cater for such expences.

Hypothesis III

The hypothesis states that; there is no significant relationship between monetary and non-monetary motivators on students' academic performance.

A summary of data used to test this hypothesis is presented in table 10 of chapter 4 from the findings given in chapter 4, the null hypothesis was rejected. This heads to the conclusion that there is a significant relationship between teacher monetary and non monetary motivators on students' academic performance.

The finding revealed that there is a significant relationship between teacher monetary and non monetary motivators on students' academic performance.

The finding further show that if both teachers' monetary and non-monetary motivators are well administered by A' Level automatically bring out positive results likely to motivate teachers in to the desired motivation levels and this may directly or indirectly result in improved students' academic performance. This may help schools to benefit from higher staff moral reduced absenteeism and stress increased productivity and increased commitment and loyalty from the teacher and this is supported by Musaaazi et al (2005) when he proposes that reward covers every thing that answer the question "why should I work?" he further suggests that this should include the traditional package or financial motivator how the organization deals with the degree of challenge and interest in work, the law/freedom and autonomy given to employees, the leadership provided and the ability of employees to achieve an acceptable work-life balance. Therefore through the concept of engaged performance 'A' level secondary school managers should address the integrated rewards system of the students' academic performance Masaka district. 55

5.2 Conclusions

From the findings of the study and the preceding discussions, the following conclusions can be drawn. Teachers' monetary and non-monetary rewards improve on students' academic performance at A' Level. It facilitates job satisfaction which lubricates school management and administration since when teachers are well motivated, they easily achieve job satisfaction and therefore perform as expected.

Both the teachers' monetary and non monetary motivator improves on students' academic

performance. This is so since the intrinsic and extrinsic non motivators alongside monetary motivators result into job satisfaction that heads in to increased moral for teachers.

Teachers' monetary motivators should be revised from time to time since overtime money depreciates value due to inflationary tendencies. In addition since its every employees right, it should be get in such away that it hooks attractive in the eyes of the teachers.

5.3 Recommendations

Following the discussion of the results and the conclusions reached, the researcher wishes to make the following recommendations.

1. Heads of educational Institutions especially the A' level secondary schools should widen their scope of monetary motivators to facilitate the teacher and this will improve the students' academic performance. Head teachers should regularly motivate teachers by providing them with , regular monthly P.T.A. Allowances; advance payments, bonuses, meetings sitting allowances, paying school fees for the teacher's child or children, and food basket allowances.
2. There is need for the schools to find alternative ways of motivating teachers other than salaries and wages such as promotion praises for the work well-done, good working conditions, job security, staff tours, staff parties and others if the teacher's spirits are to be raised.

3. Motivation of teachers in schools should constitute monetary and non- monetary motivators if the teachers are to be highly motivated and deliver as expected. Monetary motivators such as Transport allowances, regular monthly P.T.A. allowances, bonuses, meeting sitting allowances, paying school fees for the teacher's child or children, and food basket allowances should be considered. Non- monetary motivators such as promotion, praise, good working conditions, job security, staff tours, staff parties and others should be availed to teachers if their spirits are to be raised.

4. The Education Service Commission should develop Promotional Scheme of Service for the teachers in the education service since there are many graduate teachers in the service, yet there are few secondary schools in the country. The scheme should be based on teacher's seniority, training, experience, and responsibilities held, and it should be implemented in a phased manner such that teachers are promoted within ranks. Such Promotions should be followed by salary increments and such promotions should take the following forms: Education Officer, Senior Education Officer, and Principal Senior Education Officer without necessarily becoming Deputy Head teachers or head teachers. In carrying out these promotions however, the principles of merit, transparence and justice should precede all other considerations. Such promotions are likely to boost the teacher's morale.

5.4 AREAS FOR FURTHER RESEARCH

It is suggested that further research be under taken with the view of improving on teacher's motivation in 'A level secondary schools in Masaka District. In the current study the

researcher assumed that poor motivation among teachers was one of the factors responsible for the poor student's academic performance at 'A level in Masaka District as exemplified by the UACE results from the ten schools cited in table 1.

The needs to be researched into are;

The factors which can affect student's academic performance at 'A level

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QUESTIONNAIRE
APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

You are invited to participate in the study entitled “Teachers’ motivation and students’ academic performance at ‘A’ Level in selected secondary schools in Masaka District.” The information you provide will be confidential and strictly used for research purposes only. Your time and cooperation will be highly appreciated.

SECTION A:

BACKGROUND INFORMATION

1. Sex: 1. Male 2. Female:

2. Teaching experience a) 0-5 years b) post graduate Diploma
b) 17 years and above

3. Education level:
a) Bachelors Degree b) post graduate Diploma c) Masters Degree
d) Degree of Philosophy (PhD)

4. The position you hold in this school:
a) Class teacher b) Head of Department c) Director of Studies
d) Any other? Please specify:.....

TEACHER'S MOTIVATION IN SECONDARY SCHOOLS

1. Our school motivates us in the following areas: Please provide an opinion.

Where; SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree and NS =Not Sure.

ITEMS	SA	A	D	SD	NS
Allowances for marking					
Allowances for P.T.A.					
Allowances for extra lessons					
Prompt salary payments					
Regular salary payments					
Housing allowances					
Transport allowances					
Food allowances					
Others, specify					

2. Teachers' allowances are received regularly in our school.

a) SA b) A c) D d) SD e) NS

3. Teachers in this school are satisfied with the salary and allowance package received a)SA

b)A c)D d)SD e)NS

4. We receive salary increments in the following intervals in this school;

a) 1 year b) 2 years c) 3 years d) 4 years & above e) not sure

5. The allowances and salaries that we receive from the school have helped me to observe the following: please provide an opinion.

Where; SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree and NS = Not Sure.

ITEMS	SA	A	D	SD	NS
Teachers come very early at school					
Regular marking and feed back to students					
Regular testing and examination of students					
Regular attendance to lessons					
Regular attendance to extra lessons					
Punctuality of teachers at school					
Others. specify					

DEPENDENT VARIABLE

6. From your observation as a teacher in this school, rate the kind of salary and allowances that you receive.

- a) Excellent b) Very good c) Good d) Fair
 e) Still lacking

7. In your opinion, what do you think has been the major problem hindering teachers from carrying out effective teaching, Administration and assessment of students’ academic work in this school?

.....

8. How can they be overcome?

.....

INDEPENDENT VARIABLE

9. **Our** school provides the following non-monetary motivators which have enhance students’ academic performance: (P1 ease tick.)

Where; SA Strongly Agree, A = Agree, D Disagree, SD = Strongly Disagree and NS = Not Sure.

ITEMS	SA	A	D	SD	NS
The school organizes tours for teachers.					
The school organizes parties for teachers.					
The school recognizes the work that I do in this school					
The school provides transport allowances to teachers who reside outside the school.					
Able to carry out regularly promoted.					
Teachers receive in-service training at school.					
The school organizes workshops / Seminars in the school for teachers.					
Teachers are accorded leave of absence in case of any problem					
The school provides accommodation for teachers in staff quarters.					
The school provides good meals at school.					
Others. specify					

(Please provide a tick where applicable)

10. Teachers are involved in decision making at the school.

a) SA b) A c) D d) SD e) NS

11. Teachers interact freely at school

a)SA b)A c)D
 d)SD e)NS

12. I am satisfied with the way in which non-monetary motivators in the school are handled.
a) SA b) A c) D d) SD e) NS

DEPENDENT VARIABLES

13. I have been able to deliver the required academic work in the school because of the free interaction that prevails there in;

a) SA b) A c) D d) SD e) NS

14. Rate the involvement of non-monetary motivators in achieving the students' academic performance in the school?

a) Excellent b) Very good c) Good d) Fair e) Still lacking

15. From your own opinion, what problems do you find with the non monetary motivators in relation to the students' academic performance in this school?

.....
.....

16. How can they be solved?

.....
.....

INDEPENDENT VARIABLES

17. Both monetary and non-monetary motivators in the school give teachers the morale to teach effectively.

a) SA b) A c) D d) SD e) NS

18. Monetary motivators for example: allowances, salaries, in this school have a greater influence on students' academic performance than non-monetary motivators for example tours, promotions.

a) SA b) A c) D d) SD e) NS

DEPENDENT VARIABLES

19. As a teacher in this school, rate the students' academic performance with monetary motivators you receive in this school.

- a) Excellent b) Very good c) Good d) Fair e) Still lacking

20. As a teacher in this school, rate the students' academic performance with non-monetary motivators you receive in this school.

- a) Excellent b) Very good c) Good d) Fair e) Still lacking

21. State the problems associated with monetary motivators in the school's effort to improve on students' academic performance in the school.

.....
.....

22. State the problems associated with non-monetary motivators in the school's effort to improve on students' academic performance in the school.

.....
.....

END

Thank you for your time and cooperation.

TEACHER'S MOTIVATION TN SECONDARY SCHOOLS

I. Our school motivates us in the following areas: Please provide an opinion where:

SA= strongly Agree, A = Agree, D= Disagree, SD= strongly. Degree and NS

ITEMS	SA	A	D	SD	NS
Allowances for marking					
Allowances for P.T.A.					
Allowances for extra lessons					
Prompt salary payments					
Regular salary payments					
Housing allowances					
Transport allowances					
Food allowances					
Others specify					