

**EFFECT OF FINANCIAL AND NON-FINANCIAL MOTIVATION ON
PERFORMANCE OF TEACHERS IN PRIVATE SECONDARY SCHOOLS IN
SHEEMA DISRICT, UGANDA**

BY

JUSTUS NIWAMANYA

SEP15/EMBA/0558U

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF EXECUTIVE MASTER OF
BUSINESS ADMINISTRATION, FINANCIAL MANAGEMENT OPTION, OF
UGANDA TECHNOLOGY AND MANAGEMENT UNIVERSITY (UTAMU)**

SEPTEMBER 2016

DECLARATION

I, NIWAMANYA JUSTUS, do declare that the work herein is presented in its original form and has not been presented to any other university or institution for any academic award whatsoever.

Sign.....

Date.....

APPROVAL

This is to certify that this work has been done under my supervision and submitted for examination with my approval.

Signature.....

Date

Ms. Rebecca Pearl Tumwebaze

ACKNOWLEDGEMENTS

I wish to acknowledge all those persons who in one way or the other assisted me to complete this study. The list is too long to allow individual acknowledgements. I am immeasurably indebted to my supervisor, Ms. Rebecca P. Tumwebaze, for her personal commitment and effort to speedily read and comment on my drafts.

I wish to extend my thanks to all my office colleagues at UTAMU for their professional advice and support. Special thanks are extended to my course-mates for their support, encouragement and academic ideas.

My gratitude is also extended to my colleagues at work station, Ms. Justine Tumuhairwe, Counsel Ferdinand Tumuhaise and Ms. Asha Nampija for their input during interactions, discussions and friendship which contributed greatly to the completion of this piece of work

However, nothing substantial could have been achieved without the understanding and encouragement of my entire family and friends. I wish to thank my wife Mrs. Catheline Niwamanya, together with my daughter Pauline Atuhairwe who withstood my late-comings and not giving them enough time while I was undertaking research. In a special way, I also wish to extend my gratitude to my mother, Mrs. Jova Kamugisha, for her blessings and prayers.

Above all, I give the honour and glory back to the Almighty who gave me wisdom and strength to carry out this study.

DEDICATION

I dedicate this work to my mother, Mrs. Jova Kamugisha.

TABLE OF CONTENTS

Error! Bookmark not defined.

LIST OF TABLES

Table 1: Research Respondents by Category and Sample.....	33
Table 2 : Reliability of results.....	38
Table 3: Response Rate of Teachers.....	42
Table 4: Gender.....	44
Table 5: Title of Staff.....	45
Table 6: Respondents' Perception of Non-Financial Motivation.....	47
Table 7: Results showing the respondents' opinions on teachers' performance.....	50
Table 8: Descriptive Statistics, and Correlations of Performance and Non-Financial Motivation.....	51
Table 9: Coefficients ^a of Non-financial Motivation.....	51
Table 10: Mean Range of Five-Likert Scale.....	53
Table 11: Respondents' perception towards Financial Motivation.....	53
Table 12: Coefficients ^a of Financial Motivation.....	55
Table 13: Descriptive Statistics and Correlations of Performance and Financial Motivation.....	56
Table 14: Coefficients ^a of Financial and Non-financial Motivation.....	57
Table 15: ANOVA ^a	58
Table 16: Model Summary ^b	59
Table 17: Summary of results from head teachers' interviews.....	59

LIST OF FIGURES

Figure 1: Conceptual framework	13
Figure 2: Illustrating Maslow’s five hierarchy of needs	16
Figure 3: Age group of Teachers	43
Figure 4: Type of School	44
Figure 5: Highest level of Education	45
Figure 6: Duration of service at school.....	46
Figure 7: Non-financial motivation and teachers’ performance	52
Figure 8: Financial motivation and teachers’ performance	57

LIST OF ABBREVIATIONS

CVI:	Content Validity Index
EMBA:	Executive Master of Business Administration
nAff:	need for Affiliation
SPSS:	Statistical Package for Social Scientists
UNATU:	Uganda National Teachers Union
UTAMU:	Uganda Technology and Management University

ABSTRACT

This cross-sectional descriptive study assessed the relationship between motivation and performance of teachers in private secondary schools in Sheema District, Uganda. Specifically, the study examined the relationship between financial motivation and teachers' performance in private secondary schools in Sheema District; and examined the relationship between non-financial motivation and teachers' performance in private secondary schools in Sheema district. Data was collected using questionnaire, interview guide and documentary review methods. Purposive sampling was used to select 10 head teachers from 10 private secondary schools in Sheema District, and 212 teachers out of 383 teachers from ten schools in Sheema District. Findings indicated that there was significant positive relationship between financial motivation and teachers' performance in private secondary school teachers ($r=0.692$ at 0.000 significant level) as well as non-financial motivation being significantly positively related to performance of private secondary school teachers in Sheema District ($r=0.616$ at 0.000 significant level). Financial motivation impacts on performance of teachers by 69.2% while non-financial motivation impacts by 61.6%. The value of r square when all variables were operating at the same time was 50.7%. This demonstrates that difference in teacher performance can be explained by the differences in non-financial and financial factors. Other factors that affect teacher performance would explain 49.3% of the difference in teacher performance. Therefore there is a need to use both financial and non-financial rewards, although the financial motivation has more impact.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Improved performance is achieved through the employees in an organization (Armstrong, 2009) and, therefore, in the school context, teachers as employees are considered as an important asset for better performance. Torrington et al. (2008) stated that until the 1980s, performance was usually conceived as the output of a combination of ability and motivation, given appropriate resources, and hence motivating others became a fundamental part of an organization's management.

This study is an investigation into the effect of motivation on the performance of teachers in private secondary schools in Sheema District, Uganda. Motivation is defined as the degree to which individuals commit effort to achieve goals that they perceive as being meaningful and worthwhile (Johnson and Johnson, 2003). Other scholars like Okumbe (1998) define motivation as a physiological deficiency or need that activates behaviour.

Motivation is conceived as an independent variable while performance is taken as a dependent variable. In this chapter, the research presents the background of the study, problem statement and related research objectives, hypothesis, significance of the study, scope of the study and conceptual framework.

1.2 Background of the Study

1.2.1 Historical Background

In Uganda, up to 1925, school education was in the hands of the missionaries except at Makerere where the protectorate government had established a school to train mechanics,

carpenters and medical workers (Ssekamwa, 1973: 43). In 1970 the number of secondary schools increased and this saw lack of skilled personnel in the education system since most teachers were foreigners from Europe and Asia. This forced the government of Uganda to respond by compelling all university students offering Bachelor of Arts or Bachelor of Science to add a concurrent diploma in Education. Some National Teachers Colleges like Kyambogo were introduced to address the existing gaps (Ssekamwa, 1973: 43).

After decades of restricting private primary and secondary education, excessive demand forced the government of Uganda to embark on the new policies including privatization, liberalization and regulation in the mid-1980s (Oketch & Rolleston, 2007). This was aimed at supporting education expansion. The above policies resulted into rapid establishment of private schools to cater for the high education demand. In this regard, the government promised to provide an enabling environment through legislation and developing a framework to provide, supervise, regulate, guide and incentivize.

Oketch & Rolleston (2007) indicate that there is a controversy surrounding the true motive of private education providers, where they argue that they solely invest in education as a business and expect high profits, contrary to the value of education for national development spelt out in the 1992 White Paper on education. This is also contrary to education as a social service and a human right. Furthermore, they argue that the overwhelming number of private schools is characterized by poor infrastructure, incompetent staff and employee exploitation which in turn has always resulted into poor performance and demotivation on the side of teachers.

In Uganda the Ministry of Education and Sports controls the entire sector of education. Since independence in 1962, the post-primary school system has continued to expand, through

service providers such as government and the private sector that have been encouraged to open up schools. Government has recommended use of distance education and opening up of learning centres which have created challenges of increased demand for education and expansion of the education system. There is growing fear that perhaps with the massive number of teachers without commensurate expansion in facilities, learning and teaching materials may have comprised the quality of education along remuneration (Aacha, 2010).

A study carried out in Uganda by Ward et al. (2006) reveals that teachers' salaries are low and they are sometimes obliged to have a second job to sustain themselves and their families. All these, coupled with frequent delays in the payment of these salaries, lack of staff accommodation, poor or no meals for staff, tend to reinforce absenteeism, low morale and lack of commitment to work.

Bennell et al. (2004) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. A study conducted in Malawi and Tanzania on motivation and performance of teachers in primary schools indicates that about one-half of junior secondary school leavers who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is at 81 per cent (Al-Samarrari and Bennell, 2003).

Teachers' job performance is a concern of everybody in the society. According to Mathis and Jackson (2009), performance is associated with the quality and timeliness of output, presence/ attendance on job, efficiency with which the work is completed and effectiveness of the work completed. In this respect, teacher performance connotes the teacher's role of teaching students effectively and efficiently in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of

students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counselling. Therefore, a teacher's job performance is his or her ability to integrate the experience, teaching methods, instructional materials, knowledge, and skills in delivering the subject matter to students in and outside the classroom. The indicators on which the performance is assessed are: quality and relevancy of education at all levels, equitable access to education and effectiveness and efficiency in the delivery of education (Kawesa, 2004). The role of teachers in implementing all education programmes is very significant in this ministry. For efficiency and effectiveness, teachers need to be rewarded for their input in achieving organizational objectives.

Employees' motivation is the heart of giving people what they really want most from work (Onanda, 2015). The ability to provide what they want yields to expectations required, namely: productivity, quality and service. Akinyi (2015) argues that employees' motivation is as the psychological force that determines the direction of person's behaviour, level of effort and level of persistence in an organization.

Bowen (2000) states that reward systems date back to the 18th century when Taylor perceived and advanced theories and concepts of the economic man. He argued that man is predominantly motivated by economic gain and therefore the prospect of more pay is sufficient to bring about an increase in the desired performance. Beardwell (2004) further claims that the use of money as a motivator linked to various objectives would offer the best motivation for performance. For this reason, employees should be motivated by obtaining the highest possible wages through working in the most efficient manner possible thereby satisfying the employee and the employer. Dessler (2003) agrees with Beardwell that in his

theory of scientific management, Taylor (1911) popularized the use of financial rewards in that employees who exceed the pre-determined standard would be financially rewarded, hence boosting employees' performance.

1.2.2 Theoretical Background

This study is based on motivational theories of Equity theory, Herzberg's two factor model, Theory X and Y, the needs hierarchy theory, ERG theory and Instrumentality theory.

Equity theory is concerned with the perceptions people have about how they are being treated compared with others. To be dealt with equitably is to be treated fairly in comparison with another group of people (Armstrong, 2006). Equity involves feelings and participation and is always a comparative process. It is not synonymous with equality which means treating everyone the same since this would be inequitable if they deserve to be treated differently.

Equity theory states that employees will be motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of motivation and job satisfaction, although it may be significant in terms of morale (Mitchell, 1982).

Maslow (1943) sets money at the lowest hierarchy level and shows that other needs work as better motivators to staff. Herzberg (1957), based on Maslow's pyramid, supports that money tends to have a motivating effect on employees that lasts only a short period of time (two-factor model of motivation). McGregor (1960) places money in his theory X category and contends that it is a poor motivator. Praise and recognition are placed in the theory Y category and are considered stronger motivators than money. McGregor's theory X and Y is relevant to this study as it conceptualizes the aspects of non-financial and financial motivation and their effect on the performance of teachers. This theory is in line with the objectives of the study. Maslow's Needs theory and Herzberg two-factor model are very

fundamental as they attribute the performance of employees to non-financial motivation. They argue that if money is the only reward that someone receives by doing his/her job right, this undoubtedly will have a negative reflection on an organization as the employees will always be money-minded and ignore the goals and operations of the organization. The rewards must have the form of influencing the employee to feel better concerning his or her achievements inside the company and from this success to feel as part of this business.

In trying to address the deficiencies of Maslow's work, Alderfer (1969) formulated another model that conceptualizes the hierarchy of needs known as ERG theory. This approach clusters Maslow's five needs into three groups: existence, which corresponds to Maslow's physiological and safety needs; relatedness, similar to the love needs; and growth, parallel to the esteem and self-actualization needs. Alderfer (1969) hypothesized that an individual could focus on all three groups simultaneously without any specific order.

Instrumentality theory states that if we do one thing it will lead to another. In its crudest form, instrumentality theory states that people only work for money. It assumes that people will be motivated to work if rewards and penalties are tied directly to their performance, thus rewards are contingent upon effective performance. This theory has a significant relevance in investigating the impact of financial motivation on the performance of teachers. It is in support of the most current systems of salary scale where teachers are rewarded basing on the number of years spent in teaching and on academic qualification rather than performance (Odden, 2000).

In reference to the study, the above theories, most especially Maslow's Needs hierarchy and instrumentality theory, are relevant to this investigation. Maslow's Needs hierarchy is significant in this study since it establishes in detail the effect of non-financial motivation

like respect, recognition, job security, and self-actualization on the performance of workers. The philosophy of instrumentality theory is also admired in this study as it brings out clearly the impact of financial motivation like permanent increase in pay for employees on performance. These theories have a common principle that managers must determine the needs of their employees within the organization. This will make them happy when they work and by that they will be motivated to perform at high levels and more efficiently for the achievement of the organization's goals.

1.2.3 Conceptual Background

The concept of motivation is perceived from so many angles by different scholars. In this study, however, motivation will be seen in terms of non-financial and financial motivation.

According to Greenberg and Baron (2000) motivation is divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind an individual's action. People tend to be guided by their interest in making good impression on others, doing interesting work and being successful in what they do. The second part refers to the choice people make and the direction their behaviour takes. The last part deals with maintaining behaviour clearly; defining how long people have to persist at attempting to meet their goals. Kreitner (1995) defined motivation as psychological process that gives behaviour, purpose and direction, thus, a tendency to behave in a purposive manner to achieve specific unmet needs.

Lawler (1994) defined motivation as a conscious process that results from an individual's choice about what will and will not be in a given situation, while Armstrong (2006) defined motivation as concerned with the factors that influence people to behave in certain ways. Armstrong mentioned three components of motivation as direction (what a person is trying to

do), effort (how hard a person is trying), and persistence (how long a person keeps on trying). This means motivating people is about getting them to move in the direction you want them to go in order to achieve a result, and motivating yourself is about setting the direction independently and then taking a course of action which will ensure that you get there.

Robbins and Judge (2008) expand the term motivation to the set of psychological processes that cause the arousal, direction and persistence of an individual's behaviour towards attaining a goal. However, Mitchell (1982) looks at motivation as it pertains to determination, intention and self-choice. The above scholars look at motivation as a psychological process with three components that affect behaviour, that is: direction, effort and persistence. Hence, motivation is perceived as a goal directed behaviour.

Performance

Performance refers to the result of an activity (Boddy, 2008). Upon an individual's results, there are three main models of performance-based reward programmes that are commonly found in the education systems. The first model is 'merit pay', which generally encompasses individual pecuniary awards based on student performance and classroom observation (McCollum, 2001). The second model is knowledge and skill-based compensation, which generally involves individual pecuniary rewards for acquired qualifications and demonstrated knowledge and skills, which are believed to increase student performance (Odden, 2002). Knowledge and skill-based pay differs from merit pay because it provides clear guidelines on what is being evaluated (Odden & Kelly, 2002). For purposes of this study, performance-based motivation will refer to what a teacher earns as a result of his/her performance despite his / her skillfulness, knowledge and the level of education.

Florence (2008) defines performance as the act of doing something successfully using knowledge as distinguished from merely possessing it. Performance comprises an event in which generally one group of people (the performer or performers) behaves in a particular way for another group of people. Performance in private schools will be measured in terms of efficiency, productivity, quality and timeliness.

1.2.4 Contextual Background

Employers in private schools in Sheema District have not put standard measures upon which employees are motivated (Kagweza, 2010). Some employers have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge. There is evidence that in some schools when students perform well, the concerned teachers of the candidate classes are rewarded basing on the numbers of distinctions in a subject which may not be the case with other teachers who teach in lower classes, yet they also play a role in preparing these candidates in lower classes for the final exams (Kagweza, 2010). He further established that other individuals in private schools have always been rewarded on grounds of nepotism and tribalism.

It is upon such a background that some teachers have performed reluctantly while others continue to be promoted due to their pseudo-performance. A motivational system would be deliberately created to support schools' unique human capital strategy if increased performance of teachers were to be realized (Odden & Kelly, 2002).

1.3 Statement of the Problem

Several studies on motivation and work performance conducted, for example in Sweden's small and medium enterprises (Mruma, 2013), Ultimate Companion Limited of Cameroon (Akah, 2010) and among primary and secondary teachers in Malawi (Kadzamira, 2006), and

primary schools in Uganda (Aacha, 2010) indicated that employees, including teachers, are motivated by both intrinsic factors and extrinsic factors. Therefore, none of the two sets of factors should be overlooked by managers when motivating employees for higher performance in an organization. A study conducted by Tumuhairwe (2014) revealed that motivational strategies employed by school administrators in Sheema District schools are very much wanting. It was found out that on average, a graduate teacher in Sheema District earns UGX 300,000, while a Grade Five teacher earns UGX 200,000. In this study, Tumuhairwe (2014) discovered that some recognitions, promotions, and recruitment of teachers are done basing on religion, tribe and nepotism. This has had a negative impact on performance as quality is compromised.

However, most of these studies were conducted outside Uganda and very few studies have been conducted to assess the effect of financial and non-financial motivation on teachers' performance in private secondary schools. Furthermore, studies in Uganda only examined performance and motivation in public institutions and private companies other than private secondary school. This research intends to fill this gap. Therefore, it is against this background that the researcher wants to establish the combined effect of financial and non-financial motivation on the performance of teachers in private secondary schools in Sheema District.

1.4 Purpose of the study

The purpose of the study is to assess the effect of financial and non-financial motivation on performance of teachers in private secondary schools in Sheema District.

1.5 Objectives of the study

- i. To examine the relationship between financial motivation and teachers' performance in private secondary schools in Sheema District.
- ii. To examine the relationship between non-financial motivation and teachers' performance in private secondary schools in Sheema District.

1.6 Research questions

- i. What is the relationship between financial motivation and performance of teachers in private secondary schools in Sheema District?
- ii. How does non-financial motivation affect performance of teachers in private secondary schools in Sheema District?

1.7 Research hypotheses

- i. Financial motivation is positively related to performance of teachers in private secondary schools in Sheema District.
- ii. Non-financial motivation is positively related to performance of teachers in private secondary schools in Sheema District.

1.8 Significance of the study

This study is considered beneficial to head teachers by providing information on the factors that affect performance of teachers in schools. Secondly, it is hoped to help policy makers in general to assess the performance of head teachers for organizational ability and good management skills. The findings may be important to education training institutions when training the head teachers in areas of educational administration, management and planning.

1.9 Scope of the study

The scope is based on geographical, time and content considerations.

1.9.1 Geographical scope

This study population is drawn from a sampled number of private secondary schools in Sheema District in South-Western Uganda. It focuses on 10 private secondary schools in the district which include: Sheema Girls, Bugarama High School, Sheema High School, Road Side High School, Itendero High School, Peas High School, Shuku Vocational School, St Noah Mutara, Crane High School and Sheema Premier School.

1.9.2 Content scope

This study is restricted to non-financial motivation, financial motivation and teachers' performance. The study on non-financial motivation is restricted on six indicators of Job security, Responsibility, Recognition, Promotion, Respect and Accommodation of teachers. In financial motivation the research only looks at six indicators of wages, salaries, housing allowance, transport allowance, gain sharing and overtime allowance.

1.9.3 Time scope

The period between 2010 and 2015 was considered for this study; this being the period during which Sheema District experienced violent strikes by students in secondary schools, teachers' strikes over salary increment and overall poor performance in the district's secondary schools.

1.10 Conceptual Framework

Conceptual framework is defined as an interconnected set of ideas (concepts or theories and models) about how a particular phenomenon is related to its parts (Svinicki, 2010). The aim of this framework is to clarify concepts and the relationship among the variables in the study, to describe the context for interpreting the study findings and explain the observations. It clearly illustrates the relationship between motivation and performance of teachers.

Motivation is conceived as an independent variable conceptualized by non-financial motivation and financial motivation; and performance as a dependent variable conceptualized by efficiency, quality, productivity and timeliness. However, this study is based on the assumption that employers' motivational strategies have an effect on the performance of teachers. The value that the employers attach to motivational rewards determines the teachers' perception of these rewards and their overall performance.

Figure 1: Conceptual framework

INDEPENDENT VARIABLE **DEPENDENT VARIABLE**

Non-Financial Motivation

- Recognition
- Respect
- Job security
- Promotion
- Responsibility

Performance

- Efficiency
- Quality
- Productivity
- Timeliness

Financial Motivation

- Salaries
- Wages
- Housing allowance
- Transport allowance
- Overtime allowance

Source: Nassazi (2013) and modified by the researcher.

In the conceptual framework as displayed in Figure 1 above, motivation, the independent variable (IV) is hypothesized to influence teachers' performance in which two dimensions of non-financial and financial motivation are used. Performance on the other hand, is conceptualized as a dependent variable (DV). Performance is measured in terms of efficiency, quality, productivity and timeliness.

According to Stoner (1996), efficiency is defined as the ability of employees to meet the desired outcomes by using as minimal resources as possible, and effectiveness as the ability of employees to meet the desired objectives or target. Productivity is expressed as a ratio of output to input (Stoner, et al. 1995) and quality is the characteristic of product or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2002). Therefore, performance should be measured by the results (output/outcomes) that an organization produces as recommended by Kusek, Rist et al. (2005).

1.11 Justification of the study

Considering the rate at which various people are investing in the education sector, especially through private ownership of schools, there is a lot of competition between public and private institutions. For there to be prosperity in any Education institution, there is need to adopt different motivational strategies in order to reward employees. This means that school managements need to be informed about the motivational challenges affecting the performance of teachers in secondary schools. Hence in order to cater for this need, the researcher sought to establish the relationship between motivation and performance of private secondary schools in Sheema District.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter will review related literature about the problem under study that is theoretical review, the relationship between motivation and performance, effect of motivation that is monetary and non-monetary.

2.2. Theoretical review on Motivation

Different scholars have put forth different explanations on how motivation can be achieved within a company or an organization. Prominent amongst them is Maslow with the theory of “Maslow’s Hierarchy of needs”. Consequently, Maslow (1943) reasoned that human beings have an internal need pushing them on towards self-actualization (fulfilment) and personal superiority. Maslow came up with the view that there are five different levels of needs and once we happen to satisfy a need at one stage or level of the hierarchy, it has an influence on our behaviour. At such levels our behaviour tends to diminish; we now put forth a more powerful influence on our behaviour for the need at the next level up the hierarchy.

Firstly, individuals are motivated by biological needs (physiological needs). According to Maslow, physiological needs form the basic needs for survival and this may include food, warmth, clothing and shelter. He postulated that when people are hungry, do not have shelter or clothing, they are more motivated to fulfil this need because these needs become the major influence on their behaviour. However, when people do not have a deficiency in those basic needs (physiological needs), their needs tend to move to the second level where they are equally seen by Maslow as the highest order of needs.

Maslow puts security needs on the second level and argues that they tend to be the most essential for people at this level. This is expressed in safety in the employee's health and family. The third level of needs for Maslow is the social needs. When feeling secure and safe at work, employees place job relations as their focus -- that is, trying to build up a good friendship, love and intimacy. The fourth level is self-esteem needs: At this level, individuals feel satisfied when they are recognized and valued by others. The topmost or last level of Maslow's hierarchy of needs is self-actualization (personal superiority).

Figure 2 illustrates Maslow's five hierarchy of needs



Maslow's model is highly admired for its sheer simplicity and ability to provide an easy understanding of a complex matter (Lawler, 1994); nevertheless the theory was never

validated despite a continuous effort in plethora of experiment and searches held during the past 60 years. Bowen (2000) argues that the theory is next to useless, even though he admits that it served as good propaganda that transformed the way managers think about their employees.

Equity theory, as advanced by Locke and Latham (2002), claims that specific and difficult yet attainable goals along with feedback motivate and lead to high performance more than vague goals such as exhortation to “do your best”. Armstrong (2006) argues that equity theory is concerned with the perception people have about how they are compared with others. To be dealt with equitably is to be treated fairly in comparison with another group of people (a reference group). Equity involves feelings and perceptions and is always a comparative process. The theory states that, in effect, people will be motivated if they are treated equitably, and frustrated if they are treated inequitably.

In support of Equity theory, Aswathappa (2003) argues that the theory emphasizes equity in the structure of employees’ remuneration. The maxim, “a fair day works for fair day pay” denotes the sense of equity felt by employees. The way the employees are treated by firms is of prime importance to them; when they receive inequity it can result into lower productivity, higher absenteeism or decrease in staff turnover. According to this theory, employees constantly think about their inputs to the job -- for example, effort, experience, education and their outcomes like salary, promotions, and prizes, among others. This compels them to make an output-to-input ratio and compare it to the perceived ratio of their friends and co-workers. Robbins and Judge (2008) assert that if the comparison of the ratios shows identical results, employees are motivated and keep on with their jobs; but if it shows that others gain more or

sometimes even less, tension is created and subsequent action to relieve that tension will be taken.

Armstrong (2006) identifies instrumentality theory as a belief that if we do one thing it will lead to another. In its unsophisticated form, instrumentality theory states that people only work for money. It assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her performance. These rewards are contingent upon effective performance. This approach can be successful in some circumstances especially on a system of external controls; however, it fails to recognize a number of other human needs. It also fails to appreciate the fact that the formal control system can be seriously affected by the informal relationship existing between workers.

Greenberg and Baron (2003) puts it clear that Maslow has been harshly criticized but this theory remains valuable because it suggests specific ways to motivate employees. Van wart (2008) infers from Maslow that managers should use recognition and rewards to enhance lower-end needs and inspiring techniques such as encouragement of relatedness/commitment feelings to meet higher-end needs.

Chalofsky and Krishna (2009) explain meaningful work as not just about the meaning of the paid work we perform; it is about the way we live our lives, it is the alignment of purpose, values , the relationship and activities we pursue in life, thus it includes the need to maintain a proper work life balance. Kumar and Sharma (2001) put forth more motivation factors and say that doing something worthwhile can satisfy the need for self-esteem. Furthermore, they interpret the love need as humans' action for a conversation, sociability; exchange of feelings and grievances, hence the necessity for good interpersonal relationship in the work plan.

McGregor (1960) extended Maslow's needs hierarchy into the interface of management and motivation. In his work, he propounded theory X and theory Y. McGregor argues that two approaches dominate managers' attitude towards their employees. He either believes that employees inherently dislike work and thus should be coerced into performing it (theory X); or view work as a natural play of life and thus can enjoy it and even seek for responsibility (theory Y). Loyal to his theory Y concept, McGregor recommended that managers should promote employee participation in decision making, provide responsibility, create challenging jobs and maintain good interpersonal relationships. This theory supports the non-financial aspect of motivation of employees, and is hence relevant to this investigation.

Landy and Conte (2010), like McGregor and Herzberg (1968) followed the humanistic path laid down by Maslow and developed the two factor theory which suggests that there are only two basic sets of needs not five. Moreover, Herzberg (1968) differentiated between the two needs factors and asserted that one set promotes job satisfaction and motivation, which he named motivators. Herzberg thought that hygiene needs (parallel to Maslow's physiological and safety needs) derive from "mankind" animal nature to avoid pain from the environment. Hence at the work place we look for job security, good working environment, fairness of company policy and administration and interpersonal relationships.

According to Herzberg, meeting hygiene factors would only eliminate dissatisfaction, but would not result in actual motivation. This can be achieved only by fulfilling motivator factors such as recognition achievement, the work itself (the meaningful, interesting and important work). Robbins and Judge (2008) say that the detractors of the two-factor theory question the reliability of Herzberg's methodology, but regardless of this admissible criticism, Herzberg's work had major effects over generations of managers.

Robbin and Judge (2008) say that amongst the group of need theories, the most supported one is McClelland's theory of needs, though it is the least applicable. McClelland specified three needs: that is, the need for achievement (n Ach) which is the drive for accomplishments; the need for power (n pow) which is the desire to influence; and the need for affiliation (n Aff) which is the wish for friendships. Of the three needs, McClelland focused on n Ach. He said that high achievers are strongly motivated by interpersonal relationships, responsibility, feedback, and goal setting.

Robbins and Judge (2008) said that McClelland looked at the three needs as subconscious and can only be revealed by the use of expensive, time-consuming psychological evaluations, thus making the theory impractical for daily use. Looking at equity theory, scholars like Aswathappa (2003) agree with the theory and argue that the way the employees are treated by the firms is of prime importance to them. When they receive inequity it can result into lower productivity, higher absenteeism or decreased staff turnover.

Robbins and Judge (2008) agree with this theory. They say that if the comparison of the ratios shows identical results, employees are motivated and keep on with their jobs; but if it shows that others gain or sometimes even less, tension is created and subsequent actions to relieve that tension will be taken. Many scholars are in support of the instrumentality theory which states that people work for money; but they also critique it for its failure to appreciate other factors like informal relationship existing between the workers.

Maslow's hierarchy of needs theory was supported by scholars like Odden (2002) for the simplicity and ability to provide an easy understanding of a complex matter. However, other scholars like Boddy (2008) critiqued the theory as next to useless, though they admit that it served as good propaganda that altered the way managers think about their employees.

The ERG theory advanced by Alderfer could not convince scholars since he was also much criticized by other scholars like Greenberg and Baron (2003). They argue that the theories do not suggest specific ways to motivate employees. Herzberg two-factor model tried to expand on Maslow's and McGregor's theories. McClelland theory on the three needs was criticized by Robbins and Judge (2008) that the three needs are subconscious and can only be rereleased by the use of expensive time-consuming psychological evaluation, thus making the theory impractical for daily use. Looking at all the theories considered, there seem to be elements of truth and limitations in each theory.

2.3 Concepts of Motivation and Employee Performance

2.3.1 Motivation

The word motivation is coined from the Latin word *Motus*, a form of the verb *Movere*, which means 'to move' (Greenberg and Baron, 2003). Robbins and Judge (2008) expand the term motivation to the set of psychological processes that cause the arousal direction and persistence of individuals' behaviour towards attaining a goal.

Mitchell (1982) cited by Re'em (2010), looks at motivation as it pertains to determination, intention, and self-choice; that is, motivation is under the employees' control and they actively choose whether to put effort and take action. Organizational scientists and practitioners have long been interested in employee motivation and commitment. This interest derives from the belief and evidence that there are benefits to having a motivated and a committed workforce (Meyer & Allen, 1997).

Motivation has been a difficult concept to properly define, in part because there are many philosophical orientations towards the nature of human beings and about what we know about people (Onanda, 2015). Nelson et al. (2003) provided a definition that nicely

accommodates the different theoretical perspectives that have been brought to bear in the explanation of work motivation. Work motivation is a set of energetic forces that originates both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration.

Hertzberg et al. (1957) cited by Armstrong (2010) identified two types of motivation;

Intrinsic motivation; rated 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 important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement.

Extrinsic motivation: This concerns what is done for people to motivate them. It includes rewards such as increased pay, recognition, or promotion and punishments such as disciplinary action, withholding pay among others. Extrinsic motivation has a powerful effect, but it will not necessarily last long.

Motivation is very important for an organization as it improves the level of efficiency of employees. The level of a subordinate does not depend upon his or her qualifications or abilities. To get the best of his work performance, the gap between ability and willingness has to be filled.

2.3.1.1 Non-Financial Motivation

These are described as motivators that are not in terms of money or cash. They include study leaves, work environment, conditional/occupational/health, safety, recreational facilities, infrastructure, social amenities, job security, professional development, training

opportunities, affection and passion, status/prestige, recognition, sense and duty, promotion, respect, achievement, challenging work.

2.3.1.2 Financial Motivation

These are motivators that are in terms of money or cash such as salaries, and efficiency wages, direct financial benefits life insurance bonus, transport allowance, accommodation allowance, medical allowance, gain sharing, and tax breaks, among others.

According to “merit pay” or “performance pay” approach, a standard for individual performance is set, such as increased student achievement and if a teacher meets or exceeds this standard, he or she receives a bonus or a salary increase (Kawesa, 2004). Merit pay is frequently used in the private sector as a management tool to achieve organizational goals. The main argument in favour of merit pay is that it can foster individual motivation by recognizing effort, achievement and rewarding it in a concrete way (Kawesa, 2004).

School-based compensation is another form of merit pay which emphasizes teams’ results. In these schemes, incentives are created to encourage teachers to work together to achieve collective goals. An example is a school performance award that links bonuses to schools’ goals and benchmarks.

However, in the Ugandan context, it is believed that private schools motivate individual teachers to perform regardless of their academic qualifications; at times they are rewarded depending on the number of distinctions scored by students in a given subject (Kawesa, 2004). This system is criticized on grounds that students’ performance depends on the system in the school; and it is not individual efforts that bring out such results.

2.3.2 Employee Performance

Naharuddin and Sadegi (2013) emphasized that employees' performance depends on the willingness and openness of employees to do their job. Further, they stated that by having this willingness and openness of employees to do their job, it could increase the employees' productivity which also leads to performance.

Foot and Hook (2008) asserted that employees need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so. They further argued that the management should work in partnership with its employees for continuous and increased production through the use of involvement and partnership practices. They also asserted that organizations should attempt to maximize their employees' contribution to the achievement of organizational goals so that employees have the ability to add value through high-performance working while, at the same time, directly benefiting employees themselves.

2.3.2.1 Measurement of Employee Performance

According to Kusek, Rist et al (2005), employee performance is measured in terms of the results that organizations achieve in relation to their objectives. They further argue that, in principle, it can be measured at output, outcome or impact level. Performance should therefore be measured by results (output/outcomes) that an organization produces.

Other scholars recommend that performance should be measured in terms of efficiency, quality, productivity and timeliness where efficiency is defined as the ability of employees to meet the desired objectives or target (Stoner, 1996). Productivity is expressed as a ratio of

output to input (Stoner et al, 1995) and quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong).

2.4 Effect of Motivation on Performance

Allen and Helms (2002) argue that motivation (rewarding) is a way of recognizing individuals and members of a team for their commendable performance and acknowledge their contributions to the organization's mission. The organization can achieve this if the reward systems are closely aligned to the organization's strategies.

Nelson (2004) argues that most employees appreciate being recognized by their managers when they do good work. This should be sincere praise and given in timely manner. This will encourage the behaviour of employees to reach strategic goals. Torrington (2002) agrees with Nelson that teams and individuals need to be recognized and rewarded for their efforts. This will build a sense of identity and confidence with improved performance.

Aacha (2010) states that non-financial motivation assumes greater significance in the present tight economic scenario characterized by limited budgets for performance bonuses and incentives, since they meet the employees' internal needs such as recognition, self-esteem and fulfilment, thereby influencing employee motivation.

Wayne (2006) argues that performance is where goals are set, measured and assessed which in turn helps the employees to know what is expected of them. He further argues that there should be a conducive work environment, capital resources and material resources, skilled and competent human resource. He stresses the idea that employees can be motivated if they are allowed to participate in setting measuring and assessing goals.

Odden (2000) argues that teachers who are not motivated by financial rewards, can be encouraged with non-financial rewards. These include satisfaction from high student achievement, influence, recognition, learning new skills and personal growth.

Aswathappa (2003) states that employees' benefits are received as an addition to direct pay although they are not directly related to performance; but as a condition of employment they can still attract and retain competent employees and improve on performance since they represent an increase in earning if they are not passed through the payroll for taxing.

Lawler (2003) states that monetary motivation seems to be very essential in an organization because if organizations are to attract and retain people, they have to pay them. He further argues that for organizations to survive, they have to be financially viable, thus obtaining, allocating and spending of money in an organization is a crucial issue. In support of Lawler's argument, Aswathappa (2003) asserts that money is taken as a powerful motivator for an individual or group of people. Money is fundamental for the completion of tasks. Unless work is voluntary, it involves a contract between two people guaranteed by payment of money. The employee takes pay as the reward for his or her work and the employer views it as the price for using the service of the employee. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skills of teachers determine salaries, teacher quality will be improved.

Bowen (2000) states that reward systems date back to the 18th century when Taylor observed and developed theories and concepts of the economic "man". He argues that man is primarily motivated by economic gain and therefore the prospect of more pay is sufficient to bring about an increase in the desired performance.

Beardwell (2004) argues that the use of money as a motivator linked to various objectives would offer the best motivation for performance. For this reason, employees should be motivated by obtaining the highest possible wages through working in the most efficient manner possible, thereby satisfying the employee and employer.

In Uganda, information about the teachers' job performance is little documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counselling, conducting fieldwork, among other activities. Cheptock (2000) carried out a study to establish whether job satisfaction influences job performance among non-academic staff at Islamic University in Uganda. However, the study was not directly related to the teachers' role of teaching (job performance). A Malawian study by Kadzamira (2006) found that primary and secondary teacher motivation and job satisfaction were strongly determined by both pecuniary factors, such as levels of pay and other material benefits, and non-pecuniary factors, in particular living and working conditions of service.

Another study in Uganda by Aacha (2010) examined whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers. It was found out that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Furthermore, a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that both extrinsic and intrinsic motivations affected the performance of teachers. However, the study only examined primary school teachers at work; and hence the relevance of our study is to examine the effect of motivation factors on teachers' performance in private secondary schools in Sheema District.

2.5 Empirical Studies

Research carried out in Tanzania by Mruma (2013) revealed that motivational factors for teachers to join the teaching profession are: job security, absence of job alternatives or prospects for employment. Though salary was listed as another factor, it was the lowest in order of importance. The findings further revealed that the majority of the teachers are motivated by intrinsic factors while a few are motivated by extrinsic factors. These extrinsic motivators include salary, free accommodation, free meals, weekly allowance, or remuneration for extra teaching.

Onanda (2015) asserts that motivated employees under no circumstance will churn out decreased performance. The study revealed that trust, respect and high expectation were seen by most of the employees (71%) as a form of motivation, indicating that as employees, they desire self-respect from management and colleagues and self-esteem. Promotion and growth as motivational factors enhance performance as 69% of the employees shared this opinion. He concluded that great strides should be made to motivate all the staff to enhance performance.

Danish and Usman (2010) observed that a statistically significant and favourable association was found to influence rewards and motivation, indicating that modifying the rewards extended to employees would result in parallel modification in job satisfaction and motivation. On the other hand, regular and special salary increases, fringe benefits, incentives, bonuses, and other payments result in elevated employee morale and hence higher motivation.

A study carried out by Achoka et al (2011) reveals that most popular motivational factors influencing public secondary school teachers in Kenya to join the teaching profession

included promotional opportunities, remuneration, job security, interpersonal relationships, and good working conditions. On the other hand, factors such as education policies, poor pay and delayed promotion opportunities, contribute to job dissatisfaction.

A study of motivational factors of employees by Re'em (2010:227) reveals that good working conditions, interesting work, and good pay are key factors to higher employee motivation. The study further shows that purposely designed reward systems that include job enlargement, job enrichment, promotions, internal and external stipends, monetary and non-monetary compensation should be considered.

A survey of research findings on work motivation has generally suggested that intrinsic rewards are ranked as better motivators than extrinsic rewards (Onanda, 2015). At one time, employees were considered just another input into the production of goods and services. What perhaps changed this way of thinking about employees was research referred to as the Hawthorne studies conducted by Elton Mayo from 1924 to 1932 (Florence, 2008). This study revealed that employees are not motivated solely by money and that employee behaviour is linked to attitudes. The Hawthorne studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers.

A study carried out by Kawesa (2004: 104) in Kampala revealed that the most commonly used types of rewards in private schools are public appreciation, promotion, packages/presents, and duty allowances and overtime pay. It was also revealed that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. Regarding to fringe benefits paid to staff, it was

found out that fringe benefits of all types when paid in time can provide job satisfaction and subsequently good performance in schools (Tumuhairwe, 2014:50).

2.6 Synthesis of the Study

Employee' performance is one of the greatest challenges most managers face due to the competition in the world market. Some organizational management research has acknowledged the importance of employees on account of their contribution towards achieving organizational goals and objectives. In many organizations, various measures have been put in place to improve performance. It is also evident that management cannot work without involvement of other organizational employees. Employers acknowledge that their organizations cannot flourish if they do not engage the employees, meaning that they will be motivated to give their best to their employer (Foot and Hook, 2008).

From the foregoing literature, it has been clear that no study had been conducted to assess the effect of non-financial and financial motivation on performance of teachers in private secondary schools in Sheema -District although a few studies were conducted in industries, factories and Government-aided schools. The fact that there is scanty literature in this area, especially regarding the relationship between motivation and performance of teachers in private secondary schools, shows a big gap in most of the studies reviewed. It is against this background that the current researcher finds it suitable to investigate the relationship between motivation and performance in private secondary schools. The current researcher aims to bridge the gaps identified in these studies by putting more emphasis or focus on non-financial motivation and financial motivation towards the performance of teachers.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methodology which includes the research design, study population, sample size and selection, sampling techniques and procedure, data collection instruments, data quality control (validity and reliability), procedure of data collection, data analysis and measurement of research variables.

3.2 Research Design

Orodho (2000) defines a research design as the scheme, outline or plan that is used to generate answers to the research problems. A research design can be regarded as an arrangement of conditions of data collection and analysis in a manner that aims to combine relevance with the research purpose.

This study adopted a descriptive research design which, according to Cooper and Schindler (2003), involves surveying people and recording their responses for analysis. Within the descriptive research design, this study incorporated both quantitative and qualitative research approaches to understand better the relationship between variables in the research problem. The descriptive approach is relatively cheap and easy to implement and can yield results in a short period of time (Onanda, 2015). It was also used to enable data collection from a random sample and to allow different categories of subjects to be studied at one point of time, for example, male and female of different age groups (Kumar, 2011). In addition, a descriptive cross-sectional research design was preferred to help the researcher collect views of a sample

of a population at a single point of time about the influence of management's motivation on teachers to participate in secondary schools activities in Sheema District.

Both qualitative and quantitative techniques were used in collecting and analyzing data because they supplement each other. The qualitative approach was employed to help in the generation of non-numerical data while the quantitative approach was useful for generating quantitative data. Both approaches are considered useful as they enrich the study methods (Danish and Usman, 2010). Quantitative research approach was used in order to generate quantifiable data so as to explain the relationship between motivation and performance. Also, qualitative data was collected so as to capture views and opinions of respondents with regard to motivation and performance of teachers in private secondary schools in Sheema District in Uganda. The use of both qualitative and quantitative methods is also recommended by Amin (2005) as an important form of triangulation in a study that involves a large number of people. With the help of quantitative approaches, it was easy to have a clear and scientific view on the options by having them on the questionnaires and analyze them with Statistical Package for Social Scientists (SPSS).

3.3 Study Population

Oso and Onen (2008) describe study population as the number of subjects or the environment of interest to the researcher. The study was carried out in Sheema District private secondary schools. The actual population consisted of 383 teachers and 10 head teachers of ten private secondary schools in Sheema District. They comprised 393 members from both Sheema North and South private secondary schools.

3.4 Sample Selection and Size

Sampling is a process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). A sample size of 222 respondents was determined using statistical tables of Krejcie & Morgan (1970) as cited by Amin (2005)

Table 1: Research Respondents by Category and Sample

School name	No. of teachers	Samples
Sheema North		
Sheema Girls	41	26
Sheema High School	46	23
Bugarama High school	23	11
Peas High School	36	18
Itendero High school	55	30
Roadside High School	36	18
Sheema Premier High School	50	25
Total	287	151
Sheema South Constituency		
St. Jude SS	30	20
St. Noah Mutara	30	20
Crane High School	36	21
Total	96	61

3.5 Sampling Techniques and Procedures

The researcher used both probability and non-probability random sampling techniques where stratified random sampling and purposive sampling techniques were applied in the selection of the respondents. Purposive sampling involved identifying and selecting individuals or groups that are knowledgeable about or experienced in the matter of interest (Cresswell &

Plano, 2011). Stratified sampling was used to divide the population into two strata: that is, two constituents that make up Sheema District (Sheema North and Sheema South). In addition, stratified random sampling was applied to select 10 private secondary schools from the two constituencies. From each school, purposive sampling was used to select ten head teachers, each representing a school. These were selected because of their positions and the researcher believed that they had the necessary information about performance and motivation of teachers. One hundred fifty one (151) teachers out of 287 from Sheema North and 61 out of 96 teachers from Sheema South were selected to participate in the study.

The selection of the sample is in line with stratified sampling procedure of Krejcie and Morgan (1970). One head teacher was selected from each school using purposive sampling. In all, a total sample of 212 out of 383 teachers in Sheema District were considered in this study.

Simple random sampling was used in selection of the teaching staff. This is a strategy that adds credibility to a sample when the potential purposeful sample is larger than one can handle. It uses small samples, thus the goal is credibility rather than representativeness (Patton, 2001). This was used to give academic staff equal chances of participating in the study.

3.6 Data Collection Methods and Instruments

This study used both quantitative and qualitative data collection methods. Quantitative data was collected using questionnaires that were filled by teachers, and qualitative data was obtained from key informant interviews with the head teachers of ten private secondary schools in Sheema District. Questionnaires and interview guides were used to collect data.

3.6.1 Questionnaire Method

A questionnaire is a data collection instrument used to gather data over a large sample or number of respondents (Kombo and Tromp, 2006). The structured questionnaire was developed following recommended guidelines by various scholars that include Kothari (2005); Sekaran & Bougie (2010) and Saunders et al (2009).

Self-administered questionnaires with closed-ended questions were used to collect data from teachers. Questionnaires were preferred because they were convenient as respondents filled them during their free time and had a chance to consult for views and information about the influence of head teachers' motivation modes on teachers' performance in private secondary schools. The instrument comprised different sections which addressed different indicators under non-financial and financial motivation, Section A of the instrument addressed issues of demographic data, Section B addressed non-financial motivation, section C addressed financial motivation and section D addressed performance. In each section, the respondents were given clear instructions on how to complete the items.

3.6.2 Interview Method

An interview guide is a set of questions that the researcher asks during the interview (McNamara, 2009). The researcher conducted interviews with the head teachers of selected schools in relation to the set objectives of the study. A structured interview guide was used for head teachers to stimulate them into a detailed discussion of school management motivational strategies and their effect on teachers' performance. An interview schedule with open-ended questions was used to give detailed information to supplement the information obtained from the questionnaire, as structured interviews are useful not only because they

show excellent validity in meta-analytic research (Hunter & Schmidt, 1996) but also provide a chance to probe the answers and understand precisely what they mean.

3.6.3 Documentary Review Method

A documentary review is a systematic process in which a researcher analyses the available literature in form of reports and files for the purposes of retrieving the necessary information relating to the subject matter (Tumuhairwe, 2014). The researcher developed a checklist to guide the reading. It comprised all possible areas of reading and sources of information. Sociologists point out that documentary evidence does not only mean words but can also include audio and visual evidence (Merriam, 1998). In this study the researcher analyzed copies of minutes of staff meetings, duty rosters, teaching timetable, school financial procedures and accountability, school album, school magazines among others.

3.7 Validity and Reliability of Instruments

A number of studies have used both questionnaires and interview guides and found their reliability and validity values to be acceptable to the population being studied and in a different context thus, recommends for testing the validity and reliability of the instrument (Vogt, 2007).

3.7.1 Validity of Instruments

Validity is defined as the truth or accuracy of the research (Vogt, 2007:117). It is also defined as the extent to which the data collection instrument measures as well as the appropriateness of the measures coming to accurate conclusions (Saunders, et al, 2009). Validity tests were conducted for content, criterion and test how well the instrument was representative, captured the relationship between the variables as well as measured the concepts (Saunders et al, 2009). The researcher gave questionnaires to experienced lecturers who are knowledgeable in

the area of study. The lecturers were asked to critique each item in terms of relevance to the objectives of the study. The lecturers were also requested to independently evaluate each item constructed with respect to its relevance to the objective.

The validity of interviews guide was established through discussing questions on the interview guide with two lecturers and the supervisor to remove any ambiguity in emerging themes. Content validity ratio was used to calculate the content validity index (CVI), using the formula below:

$$CVI = \frac{\text{tnumberofitemsratedbyallrespondents (27)}}{\text{totalnumberofitemsintheinstrument (29)}}$$

$$CVI = 27/29$$

$$CVI = 0.93$$

A content validity index of 0.7 and above according to Amin (2005) qualifies the instrument for the study.

3.7.2 Reliability of Instruments

Reliability is defined as the consistency of either measurement or design to give the same conclusions if used different times by different scholars. The first step in ensuring reliability is by providing clear operational definitions of the variables under study. Thereafter, internal consistency will be measured through internal consistency reliability (Sekaran & Bougie, 2010).

The reliability of the instruments was also computed using SPSS to determine the Cronbach's Alpha coefficient. If α^2 (Alpha) value is 0.7 and above, then the instrument is

considered satisfactory (Sekaran & Bougie, 2010). After data collection, reliability analysis was done and the findings for each of the variables are presented in Table 2 below.

Table 2 : Reliability of results

Variable	No of items	Cronbach Alpha
Non-financial Motivation	12	.834
Financial Motivation	5	.869
Performance	12	.840
Overall	19	0.848

From Table 2 above, the overall reliability coefficient of the questionnaire was 0.848. Financial motivation seemed to have had the most reliable items but, generally, all the items in the questionnaire were reliable.

3.8 Procedures of Data Collection

The researcher sought approval from the School of Business and Management of Uganda Technology and Management University (UTAMU) to ensure that the ethical guidelines are followed throughout the data collection process. Each questionnaire contained an opening introductory letter requesting for the respondent's cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only and necessary corrective measures in schools.

3.9 Data analysis

Both qualitative and quantitative methods were used to analyze the data. Quantitative data generated by use of questionnaires was recorded and coded. Qualitative data was collected using the interview guide.

3.9.1 Quantitative Data Analysis

The quantitative data analysis consisted of numerical values from which description such as mean and standard deviations were made (Kombo & Tromp, 2006). The quantitative data collected was organized, numbered coded and then entered using SPSS. The researcher used a combination of descriptive and inferential statistics to analyze data.

The descriptive statistics were used to show the face value of the measure of motivational dimensions that affect performance of teachers in private secondary schools in Sheema District. Additionally, inferential statistics like Pearson product moment correlation coefficient and simple linear regression analysis were also used. This method was used to examine the relationship between the variables under investigation. The formula of Pearson product-moment correlation co-efficient is below;

$$= \frac{1}{n-1} \sum \left(\frac{x_i - \bar{x}}{s_x} \right) \left(\frac{y_i - \bar{y}}{s_y} \right)$$

3.9.2 Qualitative Analysis

This involved data from key informants' interviews and the questionnaires categorizing them into themes and patterns and making a content analysis to determine the adequacy of usefulness, consistency and information credibility (Mugenda & Mugenda, 1999). There was analysis before, during and after data collection and the tentative themes were defined. Analysis of qualitative data was done manually, notes were written and scripts were analyzed

by coding where information of similar code categories was assembled together meaningfully.

3.10 Measurement of Variables

Nominal and ordinal types of measurements were used to measure the variables. A five-interval Likert Scale was used to measure the questionnaires specifically for respondents. The level of agreement was ranked as strongly agree, which reflected more agreement than just agreement or strongly disagree as compared to just agree. Categorization of the elements being measured and ranking them into the same order was done using ordinal scale.

Mugenda and Mugenda (1999) and Amin (2005) conclude that the numbers in the ordinal scale represent relative position or order among the variables. The application of nominal scale of measurement was on cases which had some common characteristics such as sex, marital status, and employment status among others. Numbers were assigned only for the purpose of identification but were not used for comparison of variables to be measured. Interval scale of measurement was used as another method to capture personal data of respondents.

3.11 Ethical Considerations

The researcher sought for informed consent to carry out the study from all the respondents. As a primary goal of ethics in research, the researcher ensured that no one was harmed or faced adverse consequences from research activities (Cooper and Schindler, 2001:112). Anonymity was observed. The researcher observed extreme confidentiality while handling information from respondents. The researcher undertook the following to avoid infringement on the rights of respondents by ensuring that participants are selected without bias, informing the respondents about the rationale of the research, informing the participants that consent

was sought from the administration of the selected school before commencement of this research initiative and assuring respondents that their names would not appear in the report.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

In this chapter, data regarding the relationship between motivation and performance of teachers in private secondary schools in Sheema District has been presented, analyzed and interpreted. The presentation is arranged in line with the specific objectives that guided the study, that is:

- i. To examine the relationship between non-financial motivation and teachers' performance in private secondary schools in Sheema District;
- ii. To examine the relationship between financial motivation and teachers' performance in private secondary schools in Sheema District.

However, the response rate and demographic characteristics of teachers are presented first to provide a clear representation of the nature of individuals that participated in the research study.

4.2 Response Rate

The study was conducted among 166 respondents from 10 private secondary schools in Sheema District. The schools included: Sheema Girls, Sheema High School, Bugarama High School, Peas High School, Itendero High School, Road side High School, Sheema Premier High School, St. Jude SS, St. Noah Mutara, and Crane High School as shown in Table 3 below.

Table 3: Response Rate of Teachers

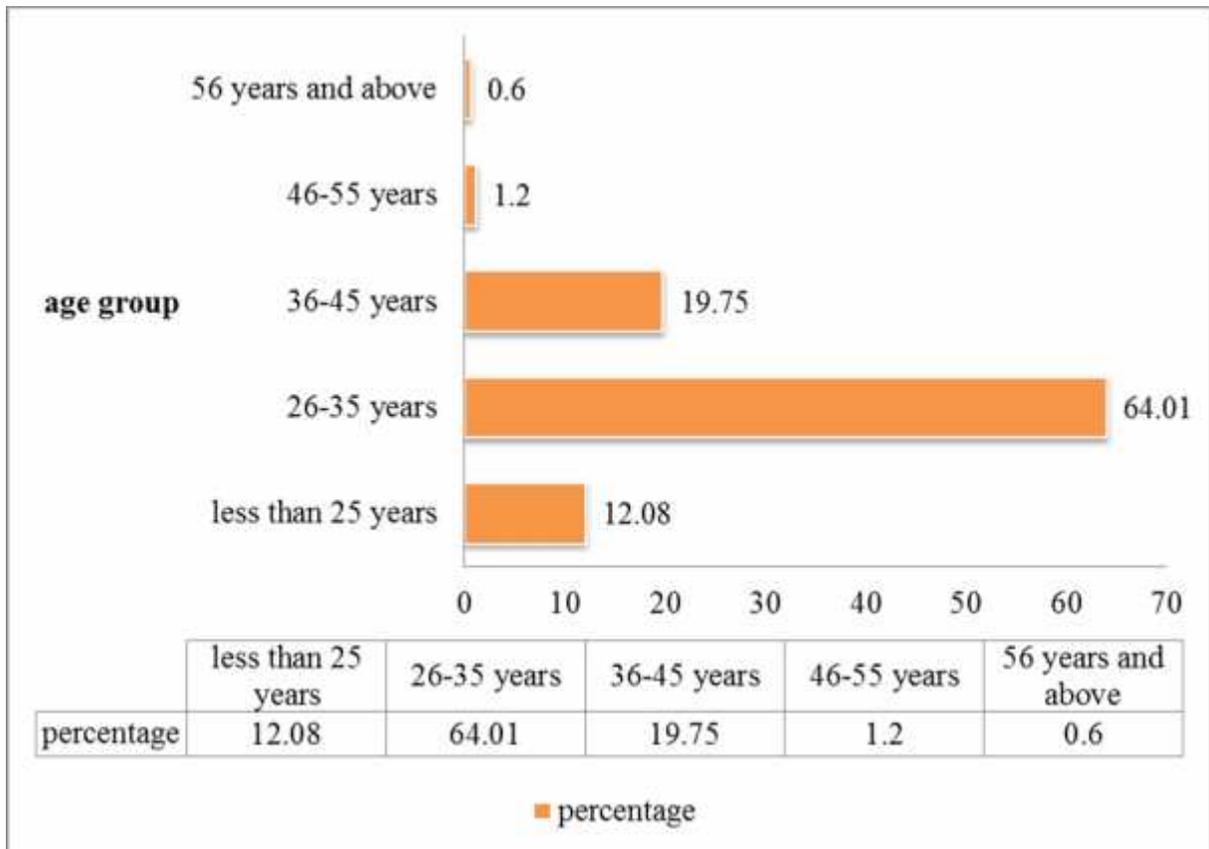
Name of School	No of Questionnaires		Percent (%)
	Sent	Returned	
Sheema Girls School	26	13	50.0
Sheema High School	23	23	100.0
Bugarama High School	11	11	100.0
Peas High school	18	18	100.0
Itendero High School	30	27	90.0
Road side High School	18	18	100.0
Sheema Premier High School	25	15	60.0
St. Jude SS	20	11	55.0
St. Noah Mutara	20	14	70.0
Crane High School	21	16	76.2
Total	212	166	78.3

Initially, 212 questionnaires were sent to randomly selected teachers in 10 private schools identified in Sheema District. The overall questionnaire response rate was 78.3 % (166/212) of which 97.6 % (162/166) were valid responses and 2.4 % (4/166) were unusable. The unusable questionnaires were partially complete with major portions of the questionnaire blank.

4.3 Demographic Characteristics of Teachers

Information about background characteristics of teachers in private secondary schools in Sheema District is presented in this section. They include age, gender, and type of school, title of staff, their highest level of education, and the duration of service they had spent at the schools. These were studied as shown in tables and figures below.

Figure 3: Age group of Teachers



Regarding the age of respondents, Figure 3 indicates that 12.08% of the respondents were in the age group of less than 25 years while 64.01% of the respondents were 26-35 years of age. Another 19.75% of the respondents were 36-45 years of age. One per cent (1.2%) was in the age group of 46-55 years and only 0.6% of the respondents were above 56 years of age. The results show that the overwhelming majority of the teachers (97.11%) were below 56 years of age. This implies that the majority of the staff in private secondary schools is in their most industrious age group. Such teachers are likely to perform better at their jobs.

Table 4: Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	43	26.5	26.7	26.7
	Male	118	72.8	73.3	100.0
	Total	161	99.4	100.0	
Total		162	100.0		

Table 4 indicates that 118 (73.3%) of the teachers were male while 43 (26.7%) were female. This means that there were more males represented in the study than females. This possibly means that there is a bigger gender gap among secondary school teachers in Sheema District.

Figure 4: Type of School

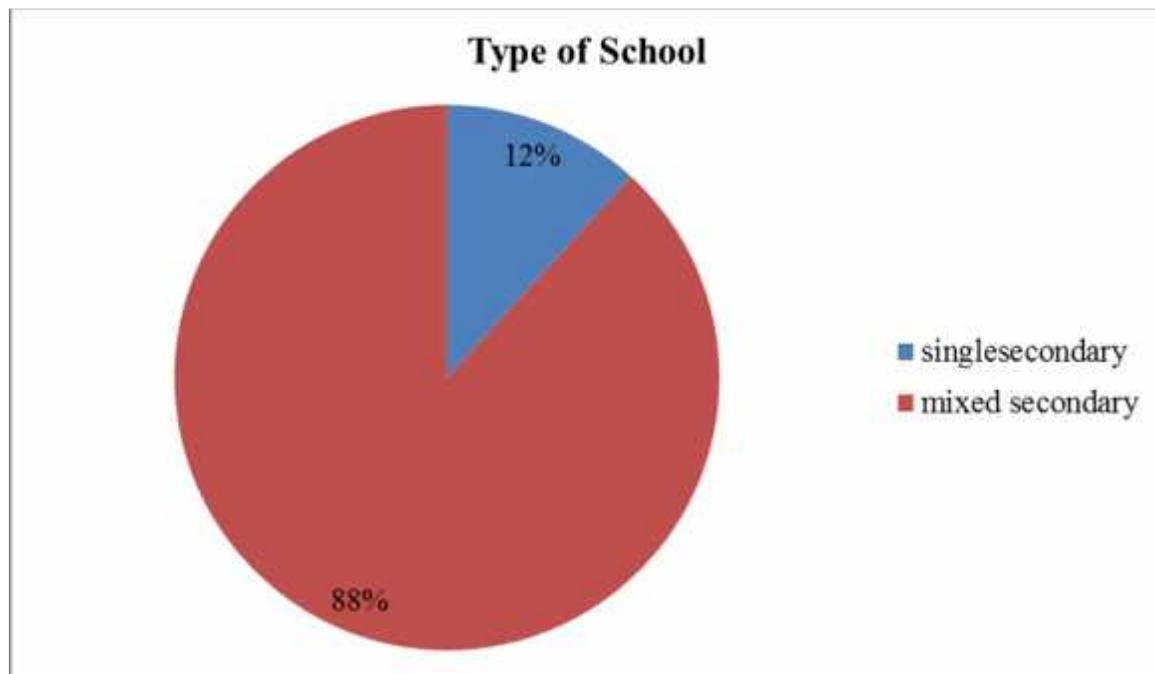


Figure 4 indicates that the majority of the teachers 142 (88%) were from mixed secondary schools while 19 (12%) were from single secondary schools. This indicates that most of private secondary schools in Sheema District were in mixed schools.

Table 5: Title of Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Head of Department	42	25.9	26.1	26.1
	Academic staff	103	63.6	64.0	90.1
	Administrative staff	16	9.9	9.9	100.0
	Total	161	99.4	100.0	
Missing	9	1	.6		
Total		162	100.0		

From Table 5, it can be concluded that the majority 103 (64.0%) of respondents were Academic staff, 42(26.1%) were Heads of Department, and 16 (9.9%) were Administrative staff.

Figure 5: Highest level of Education

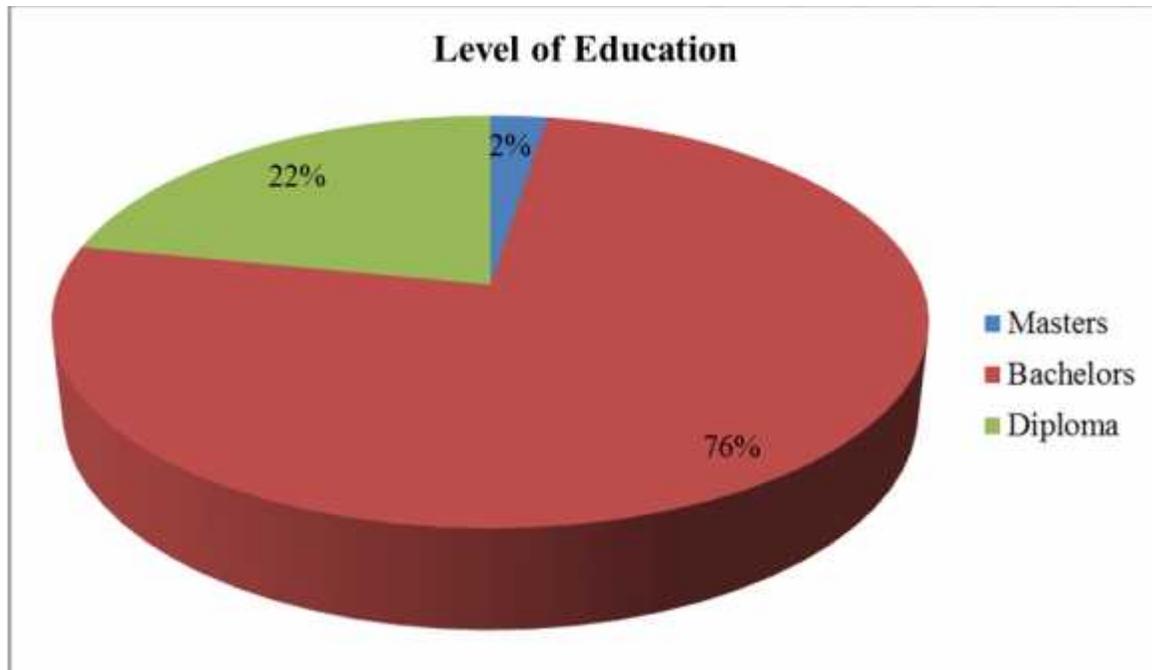
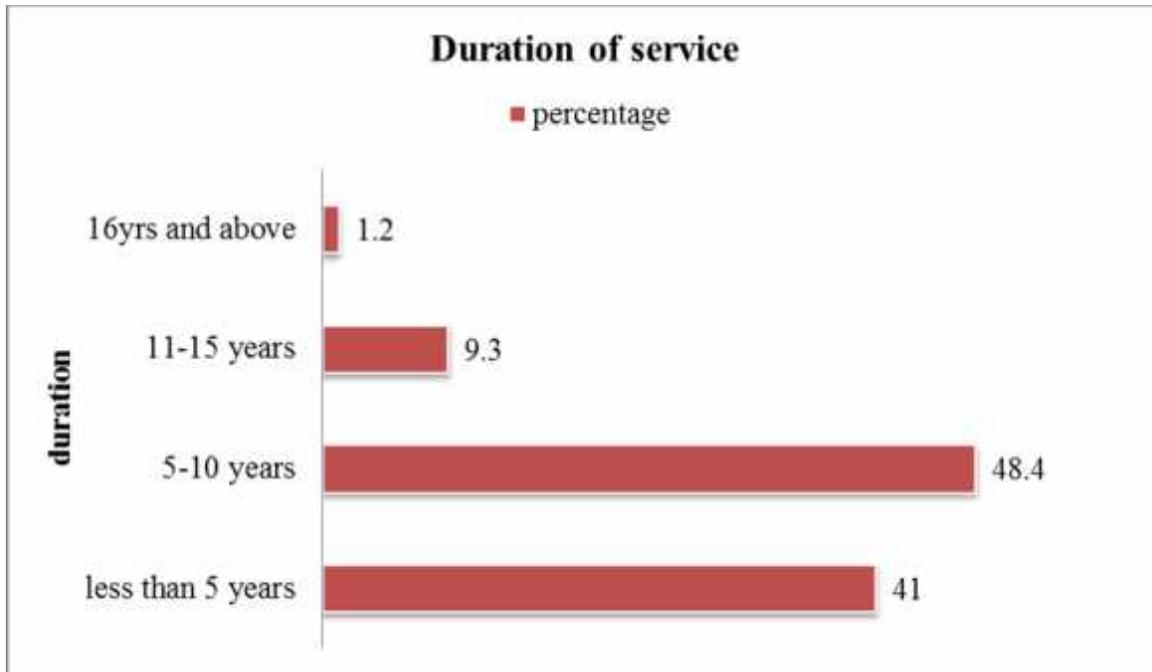


Figure 5 indicates that the majority 121 (76%) of the respondents had attained a Bachelor's degree, 35 (22%) were Diploma holders, while 4 (2%) had completed Master's as their

highest level of education. This shows that the majority of the respondents were skilled and knowledgeable enough to teach students at secondary school level.

Figure 6: Duration of service at school



Results from Figure 6 show that the majority 78 (48.4%) of respondents had spent 5-10 years of service at the school, whereas 66 (41.0%), 15 (9.3%), 2 (1.2%) had spent less than 5, 11-15, 16 and above years of service respectively This implies that private secondary schools in Sheema District have experienced staff who are likely to perform better at their jobs due to experience gained over time.

4.4 Empirical Results

4.4.1 The relationship between non-financial motivation and teachers' performance in private secondary schools in Sheema District

This sub-section presents findings for the objective: the relationship between non-financial motivation and performance of private secondary school teachers in Sheema District. Section B (Appendix I) items were used to determine the non-financial motivation factors in private secondary schools in Sheema District. Descriptive statistics, reliability analysis and simple linear regression were performed on the factors and the results in Tables 8 and 9 were obtained.

Table 6: Respondent's Perception on Non-Financial Motivation

Item	M	SD (%)	D (%)	N (%)	A (%)	SA (%)
Recognizes teacher's efforts towards achieving school goals and objectives	4.08	1.2	1.9	12.3	56.8	27.8
Tries to understand the teachers' problems and situations	4.07	1.2	4.9	17.3	38.3	38.3
Responds to what teachers especially when some queries are advanced by teachers	3.59	5.6	13.0	21.0	38.3	22.2
Involves teachers in decision making	3.87	4.9	10.5	10.5	40.7	33.3
Respects teachers while at work	4.34	1.2	4.3	3.1	42.0	49.4
Celebrates milestones together with teachers	4.31	1.9	4.9	3.1	40.1	50.0
Always interested in the welfare of teachers	4.20	1.9	6.8	6.2	40.1	45.1
Gives appointment letters to teachers for the positions appointed to in order to	2.92	24.1	24.7	7.4	22.8	21.0

ensure job security						
Gives teachers responsibility with authority	4.30	1.2	9.9	3.1	29.0	56.8
Allows teachers to participate in budgeting process	2.89	27.2	22.2	9.9	16.0	24.7
Ensures teachers are given tools of work to perform their duties	4.48	1.2	3.1	1.9	34.6	59.3
Always there to comfort teachers in times of grief	4.55	1.2	1.9	4.9	24.7	67.3
KEY: M= mean, SD=Strongly Disagree, D=Disagree, N= Neutral, A=Agree, SA= Strongly Agree, %=Percent.						

Table 6 above shows mean and percentages of teachers' response towards questionnaire items that were used to measure non-financial motivation. To analyse the findings, teachers who strongly disagreed and those who disagreed were combined into one category (those who opposed the items). In addition, teachers who strongly agreed and those who are agreed were put under one category (those who concurred). Another group was that of teachers who were 'undecided' (neither agreed nor disagreed) with the items. With reference to the above categories, interpretation was then drawn in the following paragraphs.

The study findings in the Table 6 show that teachers were motivated highly by non-financial factors (aggregate mean=3.97). This interpretation is based on mean range of Likert scale (Table 10). In addition, the value of standard deviation for non-financial factors is very small and close to the central value (SD=0.63) which signifies that on average, non-financial factors motivate teachers in private secondary schools in Sheema District by 63%.

A comparison of these items shows that the percentage of teachers that opposed ranged from 3.1% to 49.2%, while the percentage of those that were not sure ranged from 1.9% to 21.0%

and the percentage of those who concurred ranged from 40.7% to 94.7%. From these comparisons, it can be clearly seen that the range of percentages of those that opposed and those that were not sure (neutral) are lower compared to those who concurred. Thus from this analysis, the following is the interpretation.

The respondents moderately agreed that their efforts towards achieving goals and objectives were recognised by the head teachers (mean=4.08), implying that teachers were motivated highly by recognition as a non-financial factor. A bigger percentage (91.4%) of respondents agreed that head teachers respected them while at work stations. This is also in line with the mean obtained (4.34). This means that respect for each other is valued in private secondary schools.

The respondents to the study also moderately agreed that they were given responsibility with authority by head teachers (mean=4.30); 85.2% agreed that the head teachers were interested in the teachers' welfare (mean=4.20); they were given appointment letters for any responsibility given (mean=2.92); they were involved in decision making (mean=3.87); they were given tools of work to perform their duties (mean=4.48); they were allowed to participate in budgeting process (mean= 2.87); and they were always comforted by head teachers in times of grief (mean=4.55). The above findings indicate that teachers were always assured of stability of tenure (job security), felt part of the school community and had developed a sense of belonging to their respective schools. In addition, when teachers feel that their decisions are valued by head teachers, they are more likely to work towards achieving the goals and objectives of the school.

Table 7: Results showing the respondents' opinion on teachers' performance

Item	M	SD (%)	D (%)	N (%)	A (%)	SA (%)
I complete my work in the time allocated	4.16	2.5	1.9	5.6	57.4	32.7
I work Overtime to complete my tasks	4.24	1.9	3.1	8.0	43.2	43.8
My performance is measured against productivity	4.07	1.2	5.6	16.7	38.3	38.3
I attend my work with speed and accuracy	4.34	0.6	3.1	6.2	42.0	48.1
I take time to listen to my students to ensure I attend to them effectively	4.43	0.6	1.9	4.9	39.5	53.1
My performance has continually improved	4.23	0.0	0.6	11.7	51.2	36.4
I perform my duties efficiently without complaining	4.38	1.2	3.1	6.8	34.6	54.3
The extent to which I do my work meets our students' requirements	4.24	0.0	2.5	14.2	40.1	43.2
I record down a number of activities before starting on the day's work	4.12	2.5	6.2	8.0	43.2	40.1
My job is in line with my interests, skills and attitudes	4.19	0.6	1.2	16.7	42.0	39.5
Teachers report on duty early and leave very late	3.98	6.8	9.9	8.0	29.6	45.7
I combine the available resources very well to provide quality services	4.64	0.0	0.6	3.7	26.5	69.1

According to table 7, the study respondents noted that they completed their work in the time allocated to them (mean=4.1); they worked overtime to complete tasks (mean=4.2); they attend to students efficiently (4.43); and, they attend to work with speed and accuracy (mean=4.34). This means that teachers' performance is high since the aggregate mean (4.27) lies within the range of 3.5-4.49 (Mean Range of Five-Likert Scale interpretation, Table 10).

The study respondents noted that their performance had continually improved (mean=4.23); they did their work effectively without complaining (mean=4.38); they combine the available resources very well to provide quality services (4.64); and, they report on duty early and leave very late (mean=3.98). The teachers also agreed that their jobs were in line with their interests, skills and attitudes (mean=4.19). The results show that teachers' performance is high as evidenced by the aggregate mean performance (4.25) which lies within the range 3.5-4.49 (Table 10).

4.4.2 Testing the effect of non-financial motivation on teachers' performance

In order to determine the effect of non-financial motivation on performance of teachers in private secondary schools in Sheema District, correlation and regression analyses were conducted. The results are summarised in the Table 8 and 9 below.

Table 8: Descriptive Statistics and Correlations of Performance and Non-Financial Motivation

		Mean	Std. Deviation	1	2
Pearson Correlation	1. Performance	4.2510	.51269	1.000	
	2. Non-Financial Motivation	3.9666	.62970	.616	1.000
Sig. (1-tailed)	Performance			.	.000
	Non-Financial Motivation			.000	.
N	Performance			162	162
	Non-Financial Motivation			162	162
Note: N is the number of teachers					

Table 9: Coefficients^a of Non-financial Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	2.260	.204		11.105	.000
	Non-Financial Motivation	.502	.051	.616	9.902	.000
a. Dependent Variable: Performance						

Pearson recommends that a coefficient between 0.5 and 0.7 indicates strong positive relationship. From Table 9, a Pearson correlation of 0.616 was obtained which indicates that there is a relationship between non-financial motivation and teachers' performance at 0.000 significance level. To establish the relationship between non-financial motivation and teachers' performance, a linear model of the form $y = a + bx$ was used. y represented teachers' performance; a and b were constants, while x was the non-financial motivator.

The regression equation was therefore $y = (0.502)x + 2.260$. This implies that an increase in non-financial motivation by 1 unit increases teacher performance by 0.502 units. The standardized beta value of 0.616 shows that an increase in non-financial motivation by 1% causes an increase of 61.6% in teachers' performance.

Figure 7: Non-financial motivation and teacher's performance

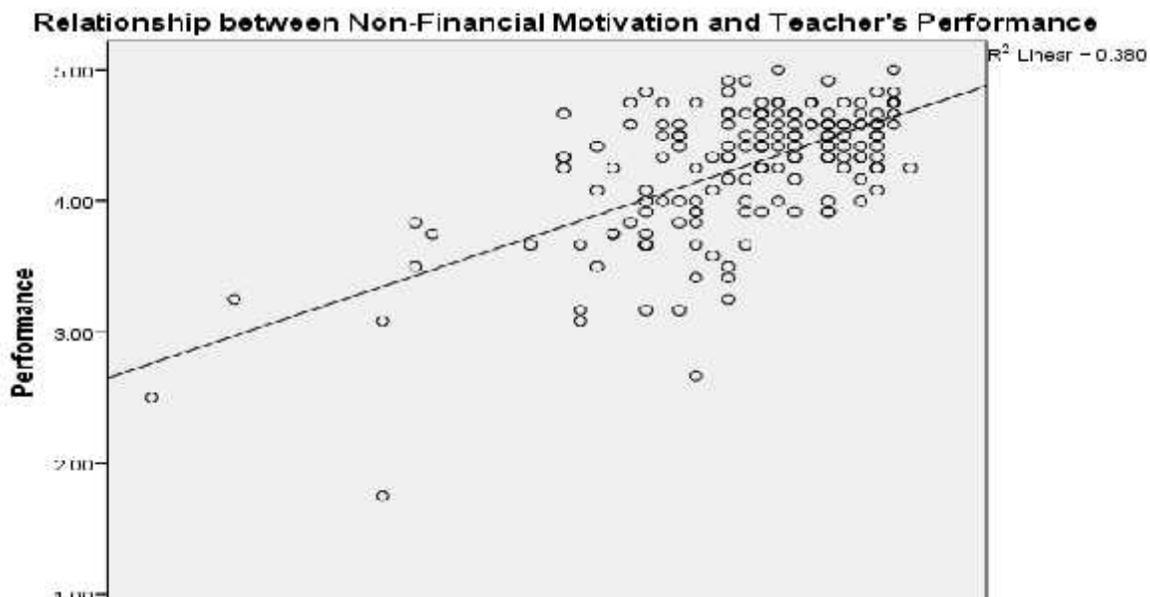


Figure 7 shows that as non-financial motivation increases, teachers’ performance also increases. Hence there is a linear relationship between the two variables.

Table 10: Mean Range of Five-Likert Scale

Description	Mean Range	Scale	Interpretation
Strongly Agree	4.50 – 5.00	5	Very high
Agree	3.50 – 4.49	4	High
Neutral	2.50 – 3.49	3	Moderate
Disagree	1.50 – 2.49	2	Low
Strongly Disagree	1.00 – 1.49	1	Very low

4.4.3 The Relationship of financial motivation and teachers’ performance in private secondary schools in Sheema District

This sub-section presents findings for the objective: the relationship between financial motivation and performance of private secondary school teachers in Sheema District. Section C (Appendix I) items were used to determine the financial motivation factors in private secondary schools in Sheema District. Descriptive statistics, reliability analysis and simple linear regression were performed on items and the results in Tables 12 and 13 were obtained.

Table 11: Respondents' perception towards Financial Motivation

Items	M	SD (%)	D (%)	N (%)	A (%)	SA (%)
Head teacher gives teachers incentives	3.93	3.1	9.3	11.1	44.4	32.1

Allowances, wages and salaries given to teachers are commensurate to the work done	3.78	6.2	8.0	23.5	26.5	35.8
Ensures timely payment of due allowances	4.17	6.2	4.9	5.6	32.7	50.6
Pays extra attention especially when paying for extra work done	4.25	3.7	5.6	4.3	34.6	51.9
Gives packages/presents/gifts to outstanding performers	4.26	5.6	5.6	1.2	32.7	54.9

Table 11 shows the financial motivators available and not available to teachers in private secondary schools in Sheema District. The majority of the respondents revealed that they got motivation from the following financial factors: 76.5% of the respondents agreed that they were highly motivated by incentives (mean=3.93) as per mean range of the five-point Likert scale interpretation (Table 10); 83.3 % of respondents revealed that they were highly motivated by timely payment of salaries, wages and allowances (mean=.4.17), 85.3% of the respondents believed that their remunerations were commensurate to the work done (mean=3.78); 89.6% of the respondents agreed that gifts, presents and packages are given to outstanding performers (mean=4.26). From the above responses, it is clear that most of the financial motivators were available in private secondary schools in Sheema District. This is also consistent with the aggregate mean for financial motivation (4.08) that is in the range of 3.5-4.49 (Table 10). This implies that teachers are highly motivated by financial factors. In addition, the value of standard deviation is very small (SD= 0.89) and very close to the central value (mean) and this signifies that on average, financial factors motivate teachers in private secondary schools in Sheema District by 89%.

4.4.4 Testing the effect of financial motivation on performance of teachers

In order to determine the effect of financial motivation on the performance of teachers in private secondary schools in Sheema District, correlation and regression analysis were conducted. The results are summarized in Tables 12 and 13 below.

Table 12: Coefficients^a of Financial Motivation

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
-------	-----------------------------	---------------------------	---	------

		B	Std. Error	Beta		
1	(Constant)	2.634	.137		19.276	.000
	Financial Motivation	.397	.033	.692	12.114	.000
a. Dependent Variable: Performance						

Table 13: Descriptive Statistics and Correlations of Performance and Financial Motivation

		Mean	Std. Deviation	1	2
Pearson Correlation	1. Performance	4.2510	.51269	1.000	
	2. Financial Motivation	4.0778	.89422	.692	1.000
Sig. (1-tailed)	Performance			.	.000
	Financial Motivation			.000	.
N	Performance			162	162
	Financial Motivation			162	162

The aggregate mean and standard deviation are in line with the results obtained using Pearson correlation where a coefficient of 0.692 was obtained. Pearson recommends that a coefficient between 0.5 and 0.7 indicates strong positive relationship. Thus, Pearson correlation (0.692) indicates that there is a relationship between financial motivation and teachers' performance at 0.000 significance level (Table 13).

To establish the relationship between financial motivation and teachers' performance, a linear model of the form $y = a + bx$ was used. y represented teacher performance; a and b were constants while x was the financial motivator. The regression equation was therefore $y = (0.397)x + 2.634$. This implies that an increase in financial motivation by 1 unit increases teacher performance by 0.397 units. The standardized beta value of 0.692 shows that an increase in financial motivation by 1% causes an increase of 69.2% in teachers' performance (Table 12).

Figure 8: Financial motivation and Teachers' performance

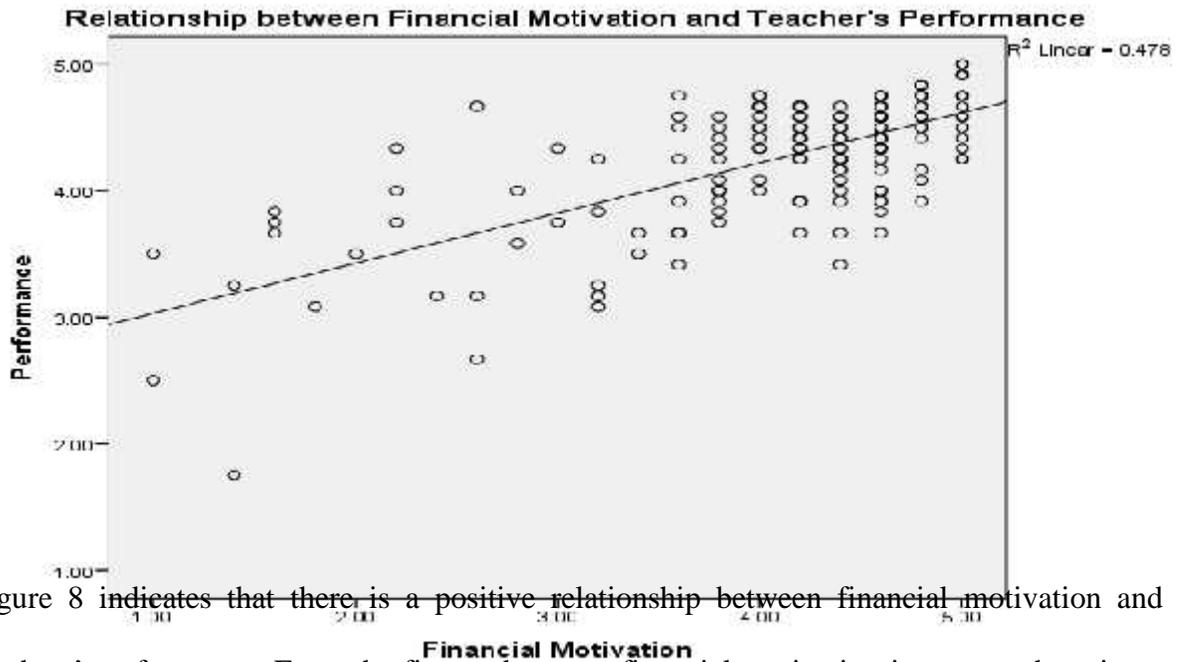


Figure 8 indicates that there is a positive relationship between financial motivation and teachers' performance. From the figure above, as financial motivation increases, there is an increase in the performance of teachers.

4.5 Multi-linear Regression Model

To assess the relationship between motivation (as measured by non-financial and financial factors) and performance of teachers in private secondary schools in Sheema District, a multi-linear regression analysis was performed on the variables and the results in Table 14 were obtained.

Table 14: Coefficients^a of Financial and Non-financial Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.255	.182		12.390	.000
1 Financial Motivation	.295	.046	.515	6.410	.000
Non-Financial Motivation	.200	.065	.245	3.054	.003

a. Dependent Variable: Performance

The results of the multi-linear regression analysis are shown in Table 14. The *B* s, as labelled on the output in the Unstandardized Coefficients box, are the additive constant (2.255) and the coefficients (.295 & .200) of the regression equation used to predict the dependent variable from the independent variable.

The beta values indicate that 51.5% of the difference in financial motivation can be explained by the difference in teacher’s performance, while the difference in teacher performance can also be explained by the difference in non-financial motivation to the extent of 24.5%. This indicates that financial motivation has the greatest effect on teacher performance in private secondary schools in Sheema District. This finding could be attributed to the fact that teachers are economically strained and financial appreciation of their efforts is a direct motivator for them to work harder and efficiently.

Table 15: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.469	2	10.734	81.857	.000 ^b
	Residual	20.851	159	.131		
	Total	42.319	161			
a. Dependent Variable: Performance						
b. Independent Variables: (Constant), Non-Financial Motivation, Financial Motivation						

In Table 15, the ANOVA table was used to determine whether a statistically significant relationship between the dependent variable and the independent variable exists; that is, if the correlation between dependent and independent variables differs from zero. The ANOVA Table 15 above indicates that the F-value of the model was 81.857 which was significant,

indicating that the multi linear regression model is a good model. As shown in Table 15, the probability of the null hypothesis being correct is extremely small (less than 0.05), so the null hypothesis was rejected, and the conclusion is that there is a linear relationship between these variables.

Table 16: Model Summary^b

Model	r	r ²	Adjusted r ²	Std. Error of the Estimate
1	.712 ^a	.507	.501	.36213
a. Independent Variables: (Constant), Non-Financial Motivation, Financial Motivation				
b. Dependent Variable: Performance				

The Model Summary Table 16 provides the measure of how well the model fits the data. r is the correlation between the dependent variable (performance) and the independent variables (non-financial and financial motivation). In this study, r value of 0.712 was obtained. This is the correlation between the dependent variable and the combination of the two independent variables that were used.

The value of r square when all variables were operating at the same time was 50.7%. This demonstrates that difference in teacher performance can be explained by the differences in non-financial and financial factors. Other factors that affect teacher performance would explain 49.3% of the difference in teacher performance.

4.6 Qualitative data

Table 17: Summary of results from head teachers' interviews

Variable	Emerging themes	f (%)	Key findings
Motivation	Incentives for	10(100)	Allowance, presents to outstanding performers,

	motivation		accommodation, meals, promotions, certificates of recognition, verbal praises, congratulatory messages on phones, improved social amenities, challenging work (responsibility), appreciation letters, workshops for teachers, free interactions with the supervisor.
	Decision making	7(70)	Do not participate in decision making because; nature of administration of the school where the directors do not want their business secrets to be revealed, work on directives, verbal orders, instructions on staff notice boards.
		3(30)	Allow teachers to participate in decision making like designing school rules and regulation, taking part in disciplinary decisions.
		10(100)	When motivated, teachers respond positively, develop a sense of self drive, beat deadlines, and implement school programs with zeal, work with minimal supervision, teamwork, self-mobilization and being dutiful.
Performance	Outstanding performance of teachers	8(80)	Teachers always work with zeal to get better results especially in academics since they are rewarded. A' at advanced level is paid 10,000= and distinctions at ordinary level is paid 10,000=
		2(20)	Do not work with zeal because; people are naturally lazy, they like challenging authority,

			part timing hence lack time, they lack commitment, naturally rebellious and not sure of job security.
	Measurement	10(100)	They revealed that performance is measured; record of lessons taught per week, tests given to students, feedback on tests to students, examinations (midterm and end of term) marking and giving reports on students, at the end of the term, roll calls, duty reports, bed checking, presentation of drama outside schools.
	Morale of teachers	6(60)	Ranked the teacher's morale as high because of improved social amenities like watching TV in the staffroom, playgrounds, and timely payments of allowances like duty allowance, and remedial teaching allowance among others.
		4(40)	Ranked their teachers' morale as fair because; remunerations were not commensurate to the work done compared to high standards of living in the country. (Inflation rate), they were not assured of stability of tenure as they were not given appointment letters.

Motivation

During the interviews, when the head teachers were asked to explain whether they motivate teachers to participate in school activities, all of them 10 (100%) revealed that they used incentives to motivate teachers. Even one of the head teachers had this to say, "Serious

teachers can become rich because a D₁ at UCE is paid 10,000 and an A' at advanced level is paid 20,000=."

When head teachers were interviewed on whether they involved teachers in decision making, 7 (70%) claimed that they did not allow teachers to participate in decision making. In fact one of the head teachers had this to say, "The directors have a number of secrets which they do not want to be revealed to the public hence they give verbal orders and instructions concerning what to do either in staff meetings or staff notice boards."

However, 3 (30%) revealed that teachers were involved in making few decisions like issues concerning school rules and regulations, taking part in disciplinary decisions on students, although their decisions could not be final. One of the head teachers had this to say, "When an issue has an effect on the income of the school, you can't joke e.g. 10 students were found practicing lesbianism but when the case reached director's desk, he kept quiet because it would affect the resource envelope of the school."

In addition, when head teachers were asked whether their teachers have a sense of self-drive or motivation, all of them 10 (100%) agreed that motivation tools were important to arouse teachers' zeal. This was mirrored in beating deadlines, implementing school programmes with zeal, self-mobilization, a sense of belongingness, being responsible and dutiful as no excuses of an 'I feel like not' are not there, hence teachers set clear and achievable goals.

During the interviews, when head teachers were asked whether they always reward outstanding performance of teachers, the majority 8(80%) agreed that they always reward outstanding performers to make them work with zeal. One of the head teachers said that an A at UACE is rewarded 10,000/= to the subject teachers. "Therefore all teachers teach with zeal

to achieve that.” However, 2 (20%) of the head teachers revealed that they do not reward outstanding performers because of financial constraints.

When head teachers were probed on measurement of teachers’ performance, all 10 (100%) established that they measured performance by making records of lessons taught to students, tests given to students, setting marking and giving feedback on exams, weekly duty reports from different departments. In fact one of the head teachers said, “The director of studies is always vigilant on this, the number of lessons dodged is recorded to the corresponding names of teachers and before bringing record of marks, hard copies of marked scripts are presented for verification to avoid ‘manufacturing marks.’”

More so, when the head teachers were asked to rank the morale of their teachers, 6 (60%) ranked their teachers’ morale high because of the improved social amenities, good feeding, timely payments, and playgrounds. One of the head teachers said, “Teachers are always in school because everything is here; watching television in staffroom, heavy breakfast, break tea, lunch, evening tea and supper. The teachers’ time is fully exploited in school.”

However, 4 (40%) of the head teachers bewailed that teachers’ morale was not promising because remunerations were not commensurate with the work done in comparison to the rate of inflation in the country which is ever rising.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study assessed the effect of financial and non-financial motivation on performance of teachers from private secondary schools in Sheema District. The study set out to examine the relationship between financial motivation and teachers' performance in private secondary schools in Sheema District; and, examine the relationship between non-financial motivation and performance of teachers in Sheema District. This chapter presents the summary, discussion, conclusions and recommendations arising out of the study findings according to the objectives.

5.2 Summary of Findings

5.2.1 Financial motivation and performance of teachers in private secondary schools in Sheema District

The study tested the first hypothesis: "Financial motivation is positively related to performance of private secondary schools teachers in Sheema District", and it was accepted. This is because there is a high positive relationship ($r=0.692$) between financial motivation and teachers' performance at 0.000 significant level, whereby an increase in financial rewards improves performance of the teachers. This is also in agreement with the regression analysis whereby an increase in financial motivation by 1% causes an increase of 69.2% in teachers' performance.

5.2.2. Non-financial motivation and performance of private secondary school in Sheema District

The study tested the second hypothesis: “Non-financial motivation is positively related to teachers’ performance in private secondary schools in Sheema District”, and it was accepted. This is because there was a significant positive relationship ($r=0.616$) between non-financial motivation and teachers’ performance at 0.000 significant level which is also in line with regression analysis whereby an increase of 1% in non-financial motivation causes an increase of 61.6% in teachers’ performance.

However, the combined effect of financial and non-financial motivation indicate ($r^2= 0.507$) when all variables were operating at the same time was 50.7%. This demonstrates that difference in teachers’ performance can be explained by non-financial and financial factors. Other factors that affect teachers’ performance would explain 49.3% of the difference in teachers’ performance.

5.3 Discussion of Findings

5.3.1 Financial motivation and teachers’ performance in private secondary school in Sheema District

The study found a significant positive relationship between financial motivation and teachers’ performance in private secondary schools. This signifies that teachers’ performance in private secondary schools can be boosted with an increase in financial rewards.

The findings of the study show that teachers are highly motivated by financial rewards. This is indicated by the aggregate mean score of 4.08, (SD= 0.89) from descriptive statistics in the 1-5 Likert scale. This finding is corroborated by the general claim as given in the interviews with head teachers, 100% of whom alluded to using financial rewards to motivate teachers.

As evidence, one of the head teachers had this to say, “Serious teachers can become rich because at UCE a distinction (D₁ and D₂) is paid 10,000=.”

The study findings are in agreement with the findings of Kagweza (2010) who found out that some employers have used pecuniary rewards for high levels of performance usually defined in terms of students’ outcomes or teacher’s skills and knowledge. This is also in line with instrumentality theory, which holds that people work only for money. “It is impossible, through any long period of time, to get workmen to work much harder than the average men around them unless they are assured of large and permanent increase in the pay” (Taylor, 1911).

More so, the findings are in agreement with scholars like Lawler (2003) who states that monetary motivation seems to be very essential in an organization to attract and retain people. This is further supported by Aswathappa (2003) who asserts that money is taken as a powerful motivator for an individual or group of people. He further argues that money is fundamental for completion of a task.

The results are further in agreement with Beardwell (2004) who claims that the use of money as a motivator is linked to the various objectives that it offers the best motivation for performance. For this reason, employees should be motivated by obtaining the highest possible salary through working in the most efficient manner, thereby satisfying the employee and employer. However, the findings are not in agreement with McGregor (2000) who places money in his theory X category and feels that it is poor motivator.

5.3.2 Non-financial motivation and teachers’ performance in private secondary schools

The study found a positive significant relationship between non-financial motivation and teachers’ performance in private secondary schools. The teachers ‘are equally highly

motivated by non-financial rewards. This is indicated by the aggregate mean score of 3.97 and standard deviation of 0.63) from the descriptive statistics on teachers' questionnaire in the 1-5 Likert.

These findings are also consistent with the general claim given in the interviews with head teachers where all (100%) alluded to using non-financial rewards like promotions, recognition, verbal praise, and congratulatory messages on phones, challenging responsibility, improved social services.

The findings of the study are in agreement with Kawesa (2004) who revealed that the mostly used types of rewards in private schools are public appreciation, promotion, packages and presents. His study revealed that performance-based rewards affect the performance of teachers by increasing productivity and efficiency.

The study is further in agreement with Re'em (2011: 227) who reveals that good working conditions, promotion, and job enrichment motivate employees to work with enthusiasm. Equally important, the study is in agreement with Nelson (2004) who contends that most employees appreciate being recognized by their managers when they do good work. Torrington (2002) agrees with Nelson that teams and individuals need to be recognized and rewarded in order to build a sense of identity, confidence and performance.

In addition, the study is line with Van wart (2008) who claims that managers should use recognition to enhance lower-end needs according to Maslow (1943) and inspiring techniques such as encouragement to meet higher needs.

The results of the study agree with McGregor (2000) who places praise and recognition in theory Y category and considers them as stronger motivators than money. However, the

findings are inconsistent with the findings of other scholars like Bowen (2000) who argues that man is primarily motivated by only economic gains like more pay.

5.4 Conclusion

5.4.1 Financial motivation and performance of private secondary school teachers in Sheema District

As regards to the dimension of financial motivation, it was concluded according to the hypothesis that financial motivation has a positive significant effect on the performance of private secondary school teachers. It was noted that head teachers always rewarded teachers with salaries, duty allowances, bonuses, remedial teaching allowance, performance allowance, responsibility allowances among others. They believe that these motivate teachers to perform with enthusiasm.

5.4.2 Non-financial motivation and performance of private secondary school teachers in Sheema District

From the research findings, it was equally concluded that non-financial motivation has a significant positive relationship on the performance of private secondary school teachers in Sheema District. The head teachers revealed that teachers loved to be recognized for any achievement made. Therefore, non-financial rewards like promotion, recognition, verbal praise, and certificates of merit among others were used to encourage teachers to perform with zeal.

5.5 Recommendations

5.5.1 Financial motivation and performance of private secondary school teachers in Sheema District

Since financial rewards highly motivate teachers to perform with zeal, education managers should: ensure that remunerations like salaries and other allowances are commensurate with

the work done as this would encourage teachers to work hard towards achieving organizational objectives; and ensure timely payment of allowances as this would compel teachers to beat deadlines on minimal supervision. Additionally, there is a need for stakeholders in Government to always organize workshops, seminars and refresher courses for head teachers.

5.5.2 Non-financial motivation and performance of private secondary school teachers in Sheema District

Since human beings are craving beings, there is a need for education managers to equally address teachers' motivation using non-financial means like recognition, promotion, challenging responsibility.

The employment scheme of service of secondary school teachers in private schools should be made on contract basis so that teachers work to produce results with zeal according to the set goals and objectives. A performance assessment for the renewal of a contract should be put in place and strictly followed.

5.6 Limitations of study

The study was not able to cover the role of other stakeholders such as parents, District Education Office, Board of Directors and sponsors in teachers' motivation to participate in secondary school activities because tracing them would require considerable time and resources.

However, it is hoped that the generalizations of the findings can help in making concrete decisions towards the improvement of educational administration in secondary schools.

The study was limited by head teachers' little knowledge of finance matters since the directors handle financial issues secretly and the head teachers could not access any financial information.

5.7 Contributions of the Study

The findings of this study will inform education managers of private secondary schools of the importance of financial motivation on the performance of teachers.

5.8 Areas for Further Research

This study focused on the effects of some indicators of non-financial motivation and financial motivation on the performance of teachers in private secondary schools. Therefore future researchers should investigate the influence of each indicator on the performance of teachers -- for instance, promotion, communication, job security, among others.

The researcher recommends a similar study to be conducted in Government-aided secondary schools.

REFERENCES

- Aacha, M. (2010). Motivation and performance of primary school teachers in Uganda: a case of Kimaanya-Kyabakuza division, Masaka district. Master of Arts in Social Sector Planning and Management of Makerere University, Uganda. Unpublished.
- Achoka et al. (2011). Motivational factors influencing public secondary school teachers to join the teaching profession in Busia district in Kenya. *International Journal of Current Research*, 3(4), pp.059-068.
- Akah, N. W. (2010). Employee motivation and performance in Ultimate Companion Limited, Douala- Cameroon, Master's Degree Dissertation. Unpublished.
- Akinyi, P. O. (2015). Effect of motivation on employee performance of commercial banks in Kenya: A case study of Kenya commercial Bank in Migori County. *International journal of human resource studies*, vol.5, No.2, ISSN 2162-3058.
- Alderfer, C. (1969). *Existence, relatedness & growth*. New York: Free Press.
- Allen, N. J. & and Meyer, J. P. (1997). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organisation. *Journal of psychology and counseling*, Vol. 2(1), pp.1-8.
- Allen, R. & Helms, M.(2002). Employee perceptions of relations between strategy rewards and organisational performance. *Journal of Business strategies*, 19(2). 115-139
- Al- Samarrai, S.& Bennell, P. (2003). *Where has all the education gone on Africa?*

Employment outcomes among secondary school and University Leavers. Brighton:
IDS/KSD.

Amin, E. (2005). *Social science research conception, methodology and research.* Cameroon:
Younde.

Armstrong, M. (2006). *A hand book of human resource management practice* (10th ed.).
London: Kogan page limited.

Armstrong, M. (2009). *How to be an effective manager.* New Delhi: Universal Book Stall.

Aswathappa, K. (2003). *Human Resource management and personnel management* (3rd ed.).
New Delhi: Mc Graw-Hill.

Beardwell. (2004). *Human resource management, a contemporary approach* (4th ed.).
London: Prentice Hall.

Bennell et al. (2004). *PSRP Education Sector Review in Sierra Leone, Ministry of Education.*
Freetown .

Boddy, D. (2008). *Management: An introduction* (4th ed.). London: Prentice Hall.

Bowen, R. (2000). *Recognising and reward employees.* USA: Mc Graw-Hill.

Chalofsky, N. & Krishna. (2009). Meaningfulness, Commitment and Engagement.
*Intersection of a deeper level of intrinsic motivation advances in developing human
resources, 11(2), 189-203.*

Cheptoe, M. (2000). Job satisfaction and job performance amongst non-academic staff at
Islamic University in Uganda. Unpublished (Master of education), Makerere

University, Uganda.

Cooper, D. R., & Schindler, P. S. (2003). *Business research methods (9th edition)*. USA:

McGraw-Hill.

Cresswell, J& Plano. (2011). *Designing and conducting mixed method research (2nd ed.)*.

Thousand Oak, CA: Sage.

Danish,R.Q. & Usman, A. (2010). Impact of reward and recognition on job satisfaction and

Motivation: an empirical study from Pakistan. *International journal of business and*

Management, 5(2), 159.

Dessler, G. (2003). *Management: Leading people and organization in the 21st century*.

Harlow: Prentice Hall.

Florence, A. (2008). Career development and the performance of teachers in secondary

schools in Jinja district. Jinja: Unpublished.

Foot, M., & Hook, C. (2008). *Introduction to human resource Management*. Prentice Hall:

Pearson Education Limited.

Greenberg, J., & Baron, R. (2000). *Behavior in organizations (8th edition)*. London: Prentice

Hall.

Greenberg, J., & Baron, R. (2003). *Behavior in organizations (8th edition)*. London: Prentice

Hall.

Government of Uganda. (1992). *Government White Paper. Education for national*

integrationdevelopment. Kampala: Government of Uganda.

- Herzberg, F. (1957). *The motivation to work* (2nd edition). New York: John Wiley & sons Inc.
- Herzberg, F. (1968). One more time, how do you motivate employees? . *Harvard Business Review*, January 2003 (reprint), 87-89.
- Hunter, J. E. & Schmidt, F.L. (1996). Cumulative research knowledge and social policy formulation: the critical role of meta-analysis. *Psychology, public policy and law*, 2, pp-324-347.
- Johnson, D. W., & Johnson, R. T. (2003). Student motivation in cooperative groups. *Cooperative learning: The social and intellectual outcomes of learning in groups*, 136-176.
- Kagweza. (2010). Factors affecting employees' performance. Unpublished.
- Kadzamira, E.C (2006). Teacher motivation and Incentives in Malawi: Centre for Educational Research and Training, University of Malawi. Unpublished
- Kawesa, K. (2004). Performance- based rewards and performance of teachers in private secondary schools in Kampala. Unpublished.
- Kothari, C. R. (2005). *Research Methodology, Methods and Techniques*. New Delhi: International Publications.
- Kombo, D. K., & Tromp, D. L. A. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Paulines Publications Africa.
- Kotler, P., & Armstrong, G. (2002). *Marketing: An introduction (6th edition)*. London:

Prentice-Hall.

Kreitner, R. K. (1995). *Organisational behaviour* (5th ed.). New Delhi: McGraw-Hill companies.

Krejcie, R.V & Morgan, D.W. (1970). *Determining sample size for research activities: educational and psychological measurement*. London: Macmillan Press Ltd.

Krishnaswami, O. R. (2003). *Methodology of research in Social Sciences*. New Delhi: Himalaya Publishing House.

Kumar, A., & Sharma, R. (2001). *Personnel management theory and practice*, Atlantic Publishers

Kumar, R. (2011). *Research methodology, a step-by step guide for beginners* (3rd ed.). London: SAGE Publications Ltd.

Kusek, J. Z. & Rist, et al. (2005). How will we know the Millenium Development Goal Results When we see them?: Building a Result-based monitoring and evaluation system to give us the answers. *Evaluation*. Vol. 11, No. 1: pp 7-26

Landy & Conte, J. (2010). *Work in the 21st century: An introduction and to industrial organizational psychology* (3rd edition). USA: McGraw Hill.

Lawler, E.E. (2003). *Treat people right*. San Franscisco:Jossey-Bass Inc.

Lawler, E. E. (1994). *Motivation in Work Organization*. San Francisco: Jossey- Bass Inc.

Locke & Latham . (2002). Building a practically useful theory of goal setting and task

- motivation. *A 35 year Odyssey American Psychology*, 57(9), 705-717.
- Maslow, A. H. (1943). A Theory of human motivation. *Psychological Review*, 50(4), 370-396.
- Mathis, R. L., & Jackson, J. H. (2009). *Human resource management*. Mason, OH, USA: South-Western Cengage Learning.
- McCollum, S. (2001). How merit pay improves performance. *Educational leadership*, 58(5), 21-24.
- McGregor, D. M. (1960). *The human side of enterprise management review*. New York: The American Management Association.
- McNamara, C. (2009). *General guidelines for conducting interviews*. Retrieved January 11, 2010 from management: <http://managementhelp.org/evaluatn/interview.htm>
- Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: C.A Jossey-Bass Publishers.
- Meyer, J. P., & Allen, N., (1997). *Commitment in the work place: Theory, research, and application*. Thousand Oaks, CA: Sage.
- Mitchell, T. (1982). Motivation. *The Academy of management Review*, 7, 20.
- Mugenda, O. M., & Mugenda, A. G. (1999). *Research methods: qualitative and Quantitative approaches*. Nairobi: Acts Press

- BIBLIOGRAPHY Mruma, J. M. (2013). *Effect of motivation factors on teachers' performance in public secondary schools in Tanzanian education institution; a case study of Nyamagand district, Mwanza*. Unpublished.
- Nararuddin, N., & Sadegi, M. (2013, April). Factors of workplace environment that affect that affect employees' performance: A case study of Miyazu Malaysia. *Journal of Independent Research and Studies*, 2(2), 66-78.
- Nassazi, N. (2013). *Effects of training on Employee performance: Evidence from Uganda, Dissertation*. Vaasan Ammattikorkeakoulu: University of Applied Science.
- Nelson, D. L., & Quick, J. C. (2003). *Organizational behavior: foundation, realities and Challenges (4th edition)*. Australia: Thomson South-Western.
- Nelson, B. (2004). Motivating employees with informal awards. *Management accounting*, 77(5), 30-35.
- Odden, A. K., & Kelly. (2002, april 17). *Paying teachers for what they know and do*. Retrieved from www.oecd.org: <http://www.oecd.org/dataoecd/17/47/34077553.pdf>
- Odden, A. (2000). 'Defining Merit'. *Education Matters*, 1(1), pp 16-24.
- Ofoegbu, F. (2004, August 15). *Teacher motivation: a factor of classroom effectiveness in secondary schools in Nigeria*. Gale group. Retrieved from www.findArticles.com: <http://www.findArticles.com>
- Oketch, M., & Rolleston, C. (2007). *Policies on free primary and secondary education in East Africa: A review of the literature*. Create path ways to access research monograph

No 10. CREATE: London

Okumbe, J. A. (1998). *Educational management theory and practice*. Nairobi: University Press

Onanda, B. (2015). The effects of Motivation on Job Performance: A case Study of KCB Coast Region. *International Journal of Scientific and Research Publications*, 5(9), 2250-3153.

Orodho, A., & Kombo, D. (2002). *Research methods*. Nairobi: Kenyatta University Institute of Open learning.

Orodho, K. (2000). *Essentials of educational and social sciences and research methods*. Nairobi: Kenyatta University Institute of Open Learning.

Oso, W. & Onen, D. (2008), *A general guide to writing research proposal and report; a hand book for beginning researchers (2nd edition)*. ISBN 9999-9748-3-0

Owona, A. (1998). *Sociology of Education*. Kampala: Makerere University.

Patton, M. (2001). *Qualitative evaluation and Research methods* (3rd ed.). Newbury Park, CA: Sage Publications.

Re'em, Y. (2010). *Motivating public sector employees*. Unpublished.

Robbins, S., & Judge, T. (2008). *Organizational behavior* (13th edition). London: Prentice-Hall

Saunders, M. et al. (2009). *Research Methods for Business Students (5th edition)*. New Jersey: Prentice Hall.

- Sekara, U., & Bougie, R. (2010). *A Skill building approach* (5th ed.). New Jersey: John Wiley and Sons.
- Ssekamwa, J. (1973). *History of education east africa*. Kampala: Kampala Bookshop Publishing Department.
- Stoner, J. (1996). *Management*. Pearson Education.
- Stoner, J. F. et al. (1995). *Management* (6th ed.). London: Prentice-Hall international.
- Svinicki, M. (2010). *A guidebook on conceptual frameworks for research in engineering education*. University of texas.
- Taylor, W. (1911). *The principles of Scientific Management*. New York: Harper Bros.
- Torrington, D. L. (2008). *Human Resource management*. London: Prentice Hall.
- Tumuhairwe. (2014). *effect of headteacher's commmunication style on performance of teachers in Mbarara*. Unpublished.
- Van Wart, M. (2008). *Leadership in public organizations. An introduction*, M.E Sharpe. Hawaii: Department of Education of in Hawaii.
- Vogt, W. (2007). *Quantitative methods for professionals*. Boston: Pearson.
- Ward et al. (2006). Education Reform in Uganda - 1997 to 2004. Reflections on policy, strategy and implementation. *Department for International development, researching the issues* , (60) 2006.
- Wayne, F. (2006). *Managing Human Resource Productively: Quality of worklife projects* (7th edition). Irwin: McGraw-Hill.

APPENDICES

Appendix I: Questionnaire

Research Title: “Motivation and performance of private secondary school teachers in Sheema district, Uganda”

Dear Respondent,

I am a student of Uganda Technology and Management University (UTAMU), Kampala pursuing Executive Master of Business Administration (EMBA) (Financial Management option). I want to thank you in advance for your time and willingness to share your views on motivation and its effect on performance of private secondary school teachers. Research had revealed that motivation is critical in increasing employee performance in organizations. The researcher is therefore interested in using your response to establish the relationship between motivation and performance in private secondary schools in Sheema district. Please know that your anonymity is guaranteed. No one in your school will be able to view your responses and the results will not include data that would identify individuals. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at performance based rewards differently.

I appreciate your participation in this effort.

Thank you,

.....

Justus Niwamanya

Participant

SECTION A: DEMOGRAPHIC PROFILE

Please or circle the appropriate number

1. AGE (years)

- a) Less than and equal to 25 years
- b) 26 – 35 years
- c) 36 – 45 years
- d) 46 – 55 years
- e) 56 years and above

2. SEX

- a. Female
- b. Male

3. SCHOOL

- a) Single secondary
- b) Mixed secondary

4. TITLE

- a. Head of Department
- b. Academic staff
- c. Administration staff

5. EDUCATION QUALIFICATION

- a. Masters
- b. Bachelors
- c. Diploma

6. DURATION OF SERVICE AT SCHOOL

- a. Less than 5 years
- b. 5 – 10 years
- c. 11 – 15 years
- d. 16 years and above

From questions 1, tick or - the number that best indicates your opinion on the question using the following scales:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

SECTION B: NON FINANCIAL MOTIVATION		1	2	3	4	5
1	The head teacher recognizes teachers' efforts towards achieving school goals and objectives.					
2	The head teacher tries to understand the teachers' problems and situations					
3	The head teacher responds to what teachers especially when some queries are advanced by teachers.					
4	The head teacher involves teachers in decision making					
5	The head teacher respects teachers while at work					
6	The head teacher celebrates milestones together with teachers					
7	The head teacher is always interested in the welfare of teachers					
8	The head teacher gives appointment letters to teachers for the positions appointed to in order to ensure job security.					
9	The head teacher gives teachers responsibility with authority					
10	The head teacher allows teachers to participate in budgeting process					
11	The head teacher ensures teachers are given tools of work to perform their duties					
12	The head teacher is always there to comfort teachers in times of grief					

SECTION C: FINANCIAL MOTIVATION		1	2	3	4	5
13	The head teacher gives teachers incentives.					
14	Allowances, wages and salaries given to teachers are commensurate to the work done.					
15	The head teacher ensures timely payment of due allowances					
16	The head teacher pays extra attention especially when paying for extra work done					
17	The head teacher gives packages/presents/gifts to outstanding performers					

	SECTION D: TEACHERS' PERFORMANCE	1	2	3	4	5
18	I complete my work in the time allocated					
19	I work Overtime to complete my tasks					
20	My performance is measured against productivity					
21	I attend my work with speed and accuracy					
22	I take time to listen to my students to ensure I attend to them effectively					
23	My performance has continually improved					
24	I perform my duties efficiently without complaining					
25	The extent to which I do my work meets our students' requirements					
26	I record down a number of activities before starting on the day's work					
27	My job is in line with my interests, skills and attitudes					
28	Teachers report on duty early and leave very late					
29	I combine the available resources very well to provide quality services					

Appendix II: Interview Guide

“Motivation and performance of private secondary school teachers in Sheema district, Uganda”

The purpose of the interview is to gather Head Teachers’ views on motivation and its effect on performance of teachers in the school.

Dear Head Teacher

My name is Justus Niwamanya a student of UTAMU pursuing Executive Master of Business Administration (EMBA).I am carrying out Research on Motivation and performance of private secondary school teachers in Sheema district.

You have been selected to participate in this study because you have invaluable information and knowledge related to the study because of your position as a head teacher. The information sought is required for academic purposes only. Participation is entirely out of your volition and necessary for the success of this study. Information provided will be treated with maximum confidentiality.

SECTION A: DEMOGRAPHICS

Kindly mark the box with a tick on the response that suitably applies to you.

1. Gender

a. Male

b. Female

2. Marital status

a. Married

b. Single

3. Highest academic qualification

a. Masters

c. Diploma

b. First Degree

d. Others specify

4. Type of school

a. Single Sex school

b. Co-educational school

c. 'O' level school

d. 'O' and 'A' level school

Variable	Probing questions
Do you normally motivate teachers to participate in school activities?	- If yes, what incentives do you give to motivate them?
	<ul style="list-style-type: none"> - A part from incentives, which other factors motivate staff to participate in school activities? - Do teachers put in more effort when given incentives?
How do you know that teachers are motivated	<ul style="list-style-type: none"> - Do they develop a sense of self drive on motivation? - If yes, how do you ensure that they keep up?
Do your teachers participate in decision making?	<ul style="list-style-type: none"> - If yes in what decision do they participate in? - If not, what do you think hinders them from participating? - How do you reach consensus with the teachers. - Is there any decision you feel you should make alone? - If yes, under what circumstances? - Who implements the decisions reached at with the teachers.
Do you allow teachers to participate in making policies of the school?	<ul style="list-style-type: none"> - If yes, what are some of the examples of such policies? - Do teachers feel as part of the school society when they are involved in policy making?
Do you always reward outstanding performance of some of the teachers?	<ul style="list-style-type: none"> - If yes, what kind of rewards are normally given to the outstanding performers? -Do these rewards have an impact on their future performance? -Are teachers zealous in participating in school activities after rewarding?
Do you always take the initiative to measure the performance of teachers every term?	-If yes, how do you always measure the performance of teachers at school?

How do you rank the morale of teachers in this school?	<ul style="list-style-type: none">- Is it excellent or fair?- If excellent, what measures have you put up to maintain this?- If fair, what measures have you put in place to boost their morale?
--	--

Thank you

GOD BLESS YOU.

Appendix III: Krejcie & Morgan Table for Determining Sample Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382

210	136	1100	285	1000000	384
-----	-----	------	-----	---------	-----

Note – N is population size, S is sample size.

Appendix IV: Certificate of Proof that the Dissertation has been edited

MUKOTANI RUGYENDO

P.O. BOX 31178

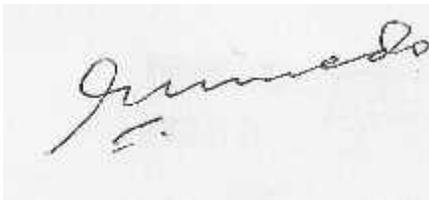
KAMPALA

TEL: 0701707093

8 September 2016

CERTIFICATE OF PROOF THAT DISSERTATION HAS BEEN EDITED

This is to certify that the Master's Degree dissertation entitled, **The Effect of Financial and Non-Financial Motivation on Performance of Teachers in Private Secondary Schools in Sheema District, Uganda by Justus Niwamanya**, has been reviewed and corrected in order to ensure clarity of expression and consistency regarding key style aspects like general grammar, sentence structure to ensure logical flow and effectiveness of meaning, word use and meaning, all-round punctuation, colloquial expressions, use of articles, subject-object agreement, citation and referencing.

A handwritten signature in black ink, appearing to read 'Mukotani Rugyendo', is written on a light-colored background.

Mukotani Rugyendo

Professional Editor

