

**MOTIVATION AND TEACHER PERFORMANCE IN THE SELECTED PRIMARY  
SCHOOLS IN MASABA SUBCOUNTY, BUSIA DISTRICT**

**BY**

**WAFULA ARON EDWARD**

BU/UP/2022/0314

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND  
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE AWARD OF BACHELOR OF EDUCATION(PRIMARY)  
OF BUSITEMAUNIVERSITY**

**SEPTEMBER 2024**

**DECLARATION**

I, Wafula Aron Edward (BU/UP/2022/0314) hereby declare that this Research Report entitled "Motivation and Teacher Performance in selected primary schools in Masaba subcounty, Busia District" is my own work and has never been submitted to any institution of higher learning for any academic award.

Sign: *Wafula Aron Edward* ..... Date: *30<sup>th</sup> /09/2024* .....

**APPROVAL**

This is to certify that this research report entitled “Motivation and teacher performance in selected primary schools in Masaba subcounty, Busia District” has been written under my supervision and is now ready for submission for examination with my due approval as a university supervisor.

Signature .....  ..... Date..... 30/09/2024 .....

**Wesswa Nandokha Charles**

## **DEDICATION**

This research work is dedicated to my family members for their input in enabling me see the seed of education.

## **ACKNOWLEDGEMENTS**

I thank the Almighty God for giving me good health, knowledge and the opportunity to carry out this Research.

Special thanks to Mr. WesswaNandokha Charles who has been my Academic supervisor and gave me a lot of intellectual guidance throughout the research period.

Special appreciation goes to my family member for supporting me in one way or the other from the beginning up to the time of the production of this research project.

I extend my gratitude to my Couse mates for the moral encouragement that enabled me not to lose hope.

## TABLE OF CONTENTS

|  |                                     |
|--|-------------------------------------|
| TITLE PAGE .....                         | <b>Error! Bookmark not defined.</b> |
| DECLARATION .....                        | <b>Error! Bookmark not defined.</b> |
| APPROVAL.....                            | <b>Error! Bookmark not defined.</b> |
| DEDICATION .....                         | <b>Error! Bookmark not defined.</b> |
| ACKNOWLEDGEMENTS .....                   | <b>Error! Bookmark not defined.</b> |
| TABLE OF CONTENTS.....                   | 6                                   |
| LIST OF ABBREVIATIONS AND ACRONYMS ..... | <b>Error! Bookmark not defined.</b> |
| LIST OF TABLES .....                     | <b>Error! Bookmark not defined.</b> |
| LIST OF FIGURES .....                    | <b>Error! Bookmark not defined.</b> |
| ABSTRACT.....                            | <b>Error! Bookmark not defined.</b> |

## CHAPTER ONE

### GENERAL INTRODUCTION

|                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1.0 Introduction. ....               | <b>Error! Bookmark not defined.</b> |
| 1.1 Background to the study.....     | <b>Error! Bookmark not defined.</b> |
| 1.2 Statement of the Problem. ....   | <b>Error! Bookmark not defined.</b> |
| 1.3 Objectives of the Study .....    | <b>Error! Bookmark not defined.</b> |
| 1.3.1 Major Objective. ....          | <b>Error! Bookmark not defined.</b> |
| 1.3.2 Specific Objectives. ....      | <b>Error! Bookmark not defined.</b> |
| 1.4 Research questions. ....         | <b>Error! Bookmark not defined.</b> |
| 1.5 Scope of the study. ....         | <b>Error! Bookmark not defined.</b> |
| 1.6 Significance of the Study. ....  | <b>Error! Bookmark not defined.</b> |
| 1.7. Justification of the study..... | <b>Error! Bookmark not defined.</b> |
| 1.8 Definition of key terms.....     | <b>Error! Bookmark not defined.</b> |
| 1.9 Conceptual Frame work .....      | <b>Error! Bookmark not defined.</b> |

## CHAPTER TWO

### LITERATURE REVIEW

- 2:0 Introduction ..... **Error! Bookmark not defined.**
- 2:1 Influence of Monetary Motivation on Teacher Performance**Error! Bookmark not defined.**
- 2:2Effect of Non-Monetary Motivation on the Performance of Teachers**Error! Bookmark not defined.**
- 2:3 Influence of Motivation Management Procedures on the Performance of Teachers**Error! Bookmark not defined.**
- 2.4 Summary of the Literature Reviewed: ..... **Error! Bookmark not defined.**

## CHAPTER THREE

### RESEARCH METHODOLOGY

- 3.0 Introduction ..... **Error! Bookmark not defined.**
- 3:1 Research design..... **Error! Bookmark not defined.**
- 3:2. Area of study ..... **Error! Bookmark not defined.**
- 3:3 Population of the study..... **Error! Bookmark not defined.**
- 3:4 Sample Size ..... **Error! Bookmark not defined.**
- 3:4:1 Sampling Techniques ..... **Error! Bookmark not defined.**
- 3:5 Data Collection methods ..... **Error! Bookmark not defined.**
- 3:5:1 Questionnaires..... **Error! Bookmark not defined.**
- 3:5:2 Interviews..... **Error! Bookmark not defined.**
- 3:6. Data collection instrument ..... **Error! Bookmark not defined.**
- 3:6.2 Quality control methods..... **Error! Bookmark not defined.**
- 3:6.3 Validity ..... **Error! Bookmark not defined.**
- 3:6:2 Reliability..... **Error! Bookmark not defined.**
- 3:7 Data management and processing ..... **Error! Bookmark not defined.**

3:8 Data analysis ..... **Error! Bookmark not defined.**  
3:9 Ethical considerations ..... **Error! Bookmark not defined.**

**CHAPTER FOUR****Error! Bookmark not defined.**

**DATA PRESENTATION, INTERPRETATION AND DISCUSSION**

4.0: Introduction ..... **Error! Bookmark not defined.**  
4.1: Influence of Monetary Motivation on Teacher Performance**Error! Bookmark not defined.**  
4.2: Effect of Non-Monetary Motivation on the Performance of Teachers**Error! Bookmark not defined.**  
4.3: Influence of Motivation Management Procedures on the Performance of Teachers**Error! Bookmark not defined.**

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.0 Introduction ..... **Error! Bookmark not defined.**  
5.1 Summary of Findings ..... **Error! Bookmark not defined.**  
5.2 Conclusion..... **Error! Bookmark not defined.**  
5.3 Recommendations ..... **Error! Bookmark not defined.**  
5.4 Suggestions for Further Research..... **Error! Bookmark not defined.**  
**REFERENCES**..... **Error! Bookmark not defined.**  
Appendices..... **Error! Bookmark not defined.**

## **LIST OF ABBREVIATIONS**

|      |   |   |
|------|---|---|
| CVI  | : | Content Validity Index                    |
| GoU  | : | Government of Uganda                      |
| M&E  | : | Monitoring and Evaluation                 |
| PSR  | : | Public Sector Reform                      |
| SPSS | : | Statistical Package for Social Scientists |
| BDLG | : | Busia District Local Government           |

## **ABSTRACT**

The study investigated the Influence of Motivation on the Performance of teachers of selected primary schools in Masaba subcounty, Busia District. It was guided by three research objectives which were; the influence of Monetary Motivation, Non-Monetary Motivation, and Motivation Management procedures on teacher performance. The study used a Cross-Sectional Survey Design with both Qualitative and Quantitative results. Data was collected using questionnaires and interviews. In data analysis frequencies, percentages and mean, correlations and regressions to show the magnitude of effect the independent variables have on the dependent variable. Study findings revealed that monetary motivation showed a positive and significant relationship with teacher performance ( $r=.471$ ,  $p < 0.01$ ). Findings also revealed a significant positive relationship between the non-monetary motivation and teacher performance ( $r=.657$ ,  $p < 0.01$ ). The Motivation Management Procedures also showed a significant positive relationship with teacher performance ( $r=.455$ ,  $p < 0.01$ ). It was therefore concluded that Monetary Motivation, Non-Monetary Motivation and Motivation Management procedures improve teacher performance. It was therefore recommended among many that head teachers in collaboration with the Ministry of Education and Sports should enhance the teachers' salaries timely, need for the schools to offer training opportunities to the teachers so as to enhance their performances and there was need to create a good working environment without harassment and discrimination so that the staff can commit to work.

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Introduction**

The study investigated the Influence of Motivation on the Performance of teachers of selected primary schools in Masaba subcounty, Busia District. In this chapter, the researcher presents the background to the study, statement of the problem, general objective, and specific objectives, research questions, defines the scope of the study, highlights its significance and justification, presents the conceptual framework, and provides operational definitions for key terms.

#### **1.1 Background to the Study**

This part explains the historical, theoretical, conceptual, and contextual aspects surrounding the primary variables under examination: teachers' motivation and performance.

##### **1.1.1 Historical Background**

Over the last five years, beginning in 2017, government-aided primary schools in Busia District had struggled to achieve favorable results in the Uganda National Examinations. The ever-changing landscape of global business significantly shapes how organizations position themselves for success. The performance of an organization is intricately tied to the effectiveness of its teachers. Subpar teacher performance poses a significant threat to any organization, whereas efficient teacher performance serves as a key driver of organizational success (Watt et al., 2013)

Motivation in most organizations is directly correlated with teacher performance, as asserted by Christopher et al., (2022). For decades, teacher motivation has been employed as a strategy to acknowledge and value teachers, ultimately boosting their performance. Early investigations into teacher motivation and performance, such as Taylor's (1911) study, focused on the motivation levels of teachers receiving piece-rate pay based on production hours and units (TrestizaComighud& Arevalo, 2020). Taylor's findings suggested that teachers are primarily motivated by financial

compensation. He concluded that teachers demonstrate enhanced performance and produce more units when aware of the monetary motivation associated with their achievements.

However, this conclusion faced criticism from May (1940), who argued that monetary motivation alone is insufficient to inspire performance. May contended that teachers tend to lose interest in routine job assignments, leading to decreased performance regardless of monetary incentives. He emphasized the significance of alternative forms of motivation, such as teacher delegation and teacher development, in fostering sustained and improved performance.

In the 1950s, both Europe and the United States embraced the concept of teacher motivation, influenced by Skinner's reinforcement theory, which asserted that positive motivation leads to improved teacher performance. Maslow's hierarchy of needs, proposed in 1943, further emphasized that meeting teachers' needs enhances their performance. Motivation plays a crucial role in meeting these needs, as well-motivated teachers tend to exhibit positive performance. While Africa has a history of using motivation since pre-colonial times, it was not as sophisticated as the extrinsic monetary motivation prevalent in Europe (Watt et al., 2013). In East Africa, particularly Kenya, companies have pioneered the development of teacher Motivation to enhance performance (Teddy & Ritah, 2022). Somali private universities also employ a variety of reward packages, including monetary (extrinsic) and non-monetary (intrinsic) motivations. For instance, salary increases are essential for teacher satisfaction in the context of monetary motivation (Kilimo et al., 2016).

### **1.1.2 Theoretical Background**

This research was influenced by two prominent theories: Locke and Latham's Goal-setting theory (1990) and Herzberg's Two Factor Theory (1964). The primary objective of goal-setting theory is to comprehend how the process of setting goals impacts work motivation and performance (Mudey, 2019). The theory emphasizes the importance of goal commitment and teacher buy-in, highlighting that without commitment, individuals are unlikely to achieve success. The application of goal-setting theory in motivating teachers offers numerous advantages, such as heightened engagement, improved performance, adherence to deadlines, widespread applicability, support for a feedback culture, and the development of self-efficacy. Setting challenging goals enhances persistence, fostering commitment and motivation, ultimately resulting in increased performance, particularly when goals are set at a high level and are accepted by teachers (Fadeyi & Oke, 2015).

In contrast, Herzberg's Two-Factor Theory identifies factors that contribute to teacher satisfaction and dissatisfaction in their jobs. Hygiene factors, when absent, lead to dissatisfaction, but their presence alone is insufficient for worker satisfaction. Motivators, related to the nature of the job, provide satisfaction and higher motivation (Christopher et al., 2022). Herzberg argues that it takes a combination of motivators and hygiene factors to motivate and satisfy teachers. In the context of Secondary Schools, it is advisable for Head-teachers and Boards of Governors to strike a balance between motivator and hygiene factors, with a focus on the latter, as it seems to be more effective in motivating teachers. The importance of managing hygiene factors is underscored by the saying in Uganda that "a hungry man is an angry man," suggesting that addressing basic needs is crucial for optimal performance and commitment in Secondary Schools. Managing these factors effectively is essential for organizational efficiency and effectiveness in Secondary Schools (Teddy & Ritah, 2022).

### **1.1.3 Conceptual Background**

Dewhurst et al. (2010) conceptualizes motivation as a comprehensive blend of both financial and non-financial incentives bestowed upon teachers in recognition of commendable performance or successful completion of assigned duties, in alignment with the overarching organizational structure, strategies, policies, and processes. Building on this perspective, Christopher et al., (2022), characterizes teacher motivation as encompassing tangible financial benefits, services, and intangible elements. They define motivation not merely as a transactional exchange but as a multifaceted "motivational force" or "incitement," shaping individuals' behaviors towards achieving predetermined objectives.

Armstrong (2009) contributes to this conceptual framework by emphasizing that motivation extends beyond mere recognition; they involve the deliberate design, implementation, and maintenance of systems aimed at enhancing organizational, team, and individual commitment. Additionally, Gilmore and Williams (2009) introduce the notion that motivation, as a contemporary human resource concept, signify that, teachers are driven by more than just monetary compensation when coming to work. In the context of this study, reward management is operationalized to encompass both financial and non-financial components.

In defining teacher performance, Iqbal et al. (2015) articulate it as the efficacy of specific actions undertaken by teachers, actions that significantly contribute to the realization of organizational goals. This synthesized conceptual perspective underscores the nuanced interplay between

motivation and teacher performance, positioning them as integral components within the organizational dynamics.

#### **1.1.4 Contextual Background**

In Uganda, the Handbook for Head-teachers & Supervisors 2011 outlines performance criteria pertinent to the teaching profession, encompassing work targets, student performance, accuracy, completeness of work, professionalism, resource optimization, innovativeness, and self-directedness. In Busia District's Government-aided primary Schools, there lack a transparent reward system beyond salaries, which occasionally face delays, leading to de-motivation among teachers and adversely affecting their performance (Vance, 2012). The sub-par performance of teachers in Busia District is evident through negative student outcomes, low teachers meeting attendance, limited participation in co-curricular activities, incomplete schemes of work and lesson plans, delayed submission of student results, inadequate record-keeping, and poor time management in classes, as many resort to secondary jobs for extra income (District Education Office 2021, Report). As highlighted by Muralidharan (2012), a key determinant of school performance is the effectiveness of teachers, which can be enhanced by recruiting high-quality teachers (offering better pay and improved working conditions) and motivating existing teachers by tying their pay to performance. Muralidharan emphasizes that the lack of performance-based differentiation has significantly demotivated teachers, with those experiencing the highest job satisfaction being frequently absent from schools (Teddy & Ritah, 2022). This is attributed to the fact that little in a teacher's professional life is contingent on performance (Emurugat & Gaithe, n.d.). Muralidharan recommends implementing programs in schools that recognize and reward exemplary performance to stimulate teachers' creativity, persistence, commitment, and ultimately enhance overall performance. Consequently, this study aimed to explore the influence of motivation on teacher performance in selected government primary schools in Masaba subcounty, Busia District.

#### **1.2 Statement of Problem**

Primary school teachers are regarded as a resource with high value in contributing to schools' success or prosperity. Motivated teachers perform their duties and responsibilities diligently to achieve expected outcomes. In Masaba subcounty in Busia district, teacher performance has been inadequate and this is evidenced by poor examinations results, low levels of attendance, poor time

management, failure to complete assigned tasks among others (Education Standard Agency Report 2020). As an intervention measure, the various stakeholders including the government introduced programs like paying teacher salaries timely, constant supervision, teachers' capacity building programs and annual teachers' performance appraisals, and PTA allowances among others (The office of the DEO Busia, 2021). Despite all these interventions, teacher performance had continued to decline and if not addressed, the continuous low enrolment to higher institutions, reducing professionalism, high rate of school dropout, increasing parental negligence and general mistrust in our teachers, low teacher morale that negatively affect the performance of service delivery in all aspects of teaching and learning (Moruri et al, 2017). Much as the situation described above shows concern, no or little research had been conducted in secondary schools in Masaba subcounty in Busia District. This researcher therefore, aimed to investigate the Influence of motivation on the Performance of teachers of primary schools in Busia District to address the gap

### **1.3 General Objective**

The general objective of the study was to investigate the Influence of motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia District.

### **1.4 Specific Objectives**

The study specifically aimed at achieving the following objectives;

- i. To examine the influence of monetary motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia District.
- ii. To establish the effect of non-monetary motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia District.
- iii. To establish the influence of motivation management procedures on the Performance of teachers of primary schools in Masaba subcounty in Busia District.

### **1.5 Research Questions**

The study answered the following research questions

- i. What is the influence of monetary motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia District?

- ii. What is the effect of non-Monetary motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia District?
- iii. How does a motivation management procedure influence the Performance of teachers of primary schools in Masaba subcounty in Busia District?

### **1.6 Significance of the Study**

It presents an up-date of the Influence of motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia District. Based on the findings of the study, proper decisions can be made by stakeholders. This cuts across students, teachers, parent, school administrators, the government

This study would help in providing empirical information on the motivation of the teachers so as to enhance quality performance of the teachers.

It would shed more light on better understanding of the phenomenon. The finding from this study would be of immense benefits to the parents, counselors, teacher, the society, school and researchers.

### **1.7 Scope.**

#### **1.7.1 Content Scope**

This study was limited to the investigation of the Influence of motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia District

#### **1.7.2 Geographical Scope**

This study was carried in three primary schools coded P, Q, R and S in Masaba subcounty in Busia district.

#### **1.7.3 Time Scope**

The investigation was carried out in months (July 2024- September 2024).

### **1.8 Limitations and Delimitations to the study**

The study was confronted by several challenges but the most acute was time since the research was during the time preparation of the candidate class for the UNEB examinations. Nevertheless, the researcher time tabled himself and was able to collect data and write this research report.

### 1.9 Operational Definition of Terms

Motivation is a process governing choices made by persons among alternative forms of voluntary activity (Hamner and Organ 1978).

**Motivation management**, a crucial leadership skill, entails assigning responsibilities, duties and authority to team members appropriately. This may help to distribute workload, empower teachers, and raise overall productivity.

**Non-monetary motivation**, sometimes referred to as teacher education and development or career development, is a selection of activities and plans designed to improve an organization's workers' competencies, understanding, and capabilities. Its objective is to improve their performance in their existing roles, get ready for future duties, and contribute to the organization's success.

**Teacher performance** is determined by the level of proficiency and efficiency with which a teacher executes their job responsibilities and finishes their allotted tasks.

### 1.10 The Conceptual Framework

#### INDEPENDENT VARIABLE

**MOTIVATION**

- Monetary motivation**
- Salaries
  - Bonuses
  - Allowances

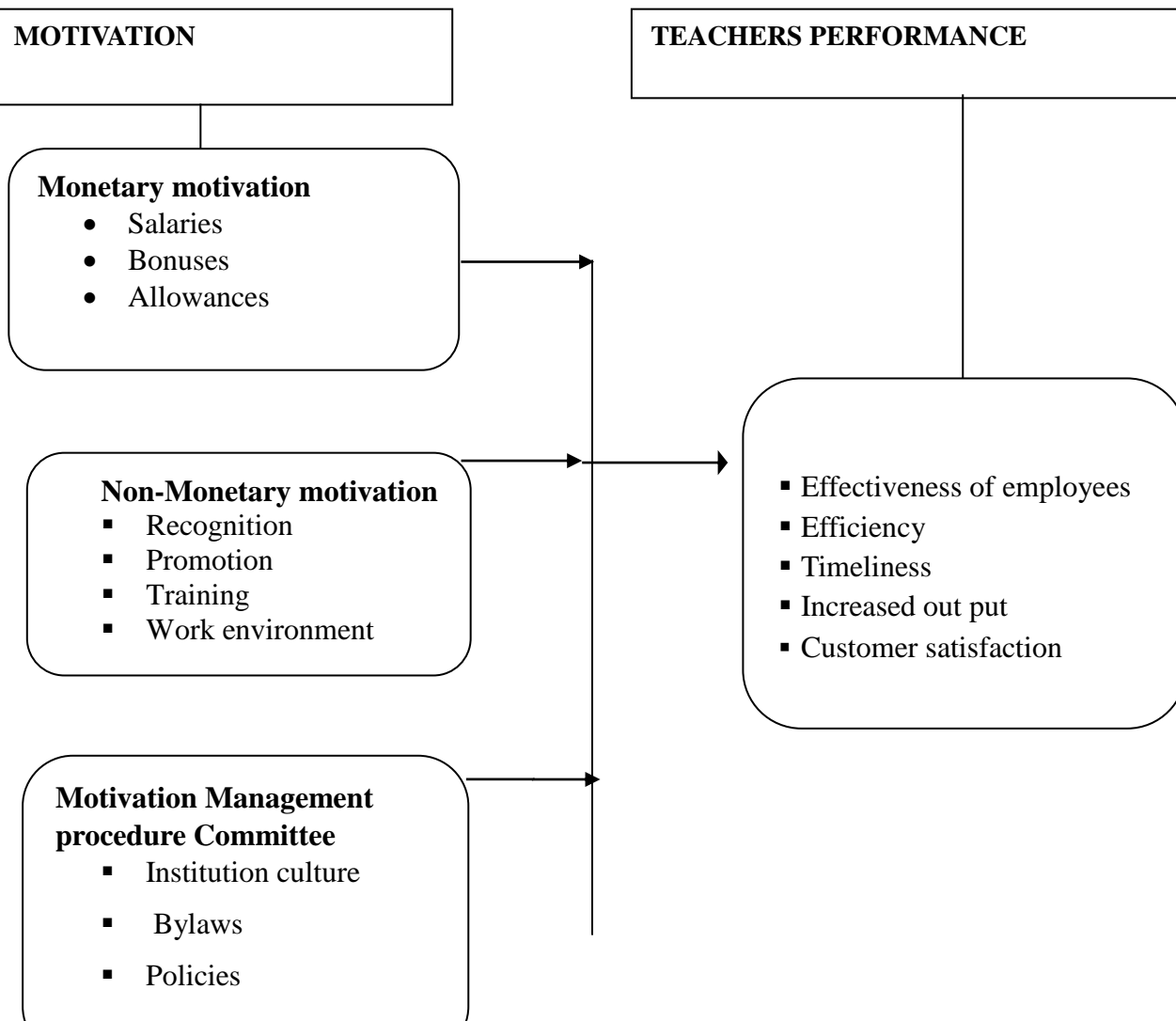
- Non-Monetary motivation**
- Recognition
  - Promotion
  - Training
  - Work environment

- Motivation Management procedure Committee**
- Institution culture
  - Bylaws
  - Policies

#### DEPENDENT VARIABLE

**TEACHERS PERFORMANCE**

- Effectiveness of employees
- Efficiency
- Timeliness
- Increased out put
- Customer satisfaction



***Figure 1.1 Conceptual framework***

***Source: Adopted from Furtado et al., (2012), Herzberg's Two-factor theory, Expectancy theory by Victor Vroom, (1964) and modified by the researcher.***

Illustrated in Figure 1.1 is the concept that highlights the significance of financial incentives, such as bonuses, additional allowances, and salaries, in motivating teachers to go above and beyond their efforts. As a result, schools that recognize and reward teachers who exceed predetermined targets are likely to experience a significant increase in overall productivity. Furthermore, the concept suggests that various attributes related to non-financial motivation, including formal recognition, informal acknowledgment, and specific responsibilities, can foster a sense of accomplishment and convey value to teachers, leading to increased engagement. These non-financial motivators not only positively impact individual teachers' involvement but have also been linked to heightened productivity and loyalty to the school, resulting in improved retention rates. Teacher training plays an important role in enhancing teachers' job satisfaction and motivation by providing them with increased authority, status, and responsibilities. In this context, motivation refers to the internal force that drives individuals to engage in goal-directed behavior. Financial motivation, which includes aspects such as pay, bonuses, insurance, promotions, and job security, is one way to incentivize teachers to perform at their best.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the critical review of the related literature on motivation and Teacher Performance in Secondary Schools. The literature was guided by study objectives and anchored on the theories. It also discusses the actual literature review which was done objective by objective especially on the effect of motivation on teacher performance in secondary schools. Finally, this chapter presents the summary of the review highlighting gaps and lessons learnt.

#### **2.1 Theoretical Review**

The theoretical basis of this study was guided by Victor Vroom's (Axelsson & Bokedal, 2009) expectancy theory of motivation in which he introduced new ideas of expectancy, valence, and instrumentality. According to him, expectancy can be defined as surety that the task performed by a teacher would motivate him to accomplish expected performance. Instrumentality states that a teacher will receive a reward if his or her performance is well. In this case, he referred to the importance that a teacher gives to rewards received for better task performance. According to expectancy theory, the positive outcomes are perceived to be caused by a given action that makes the people more motivated towards performing that specific action.

The study was also anchored on the Herzberg's two factor theory (Motivation-Hygiene theory). Herzberg identified two factors central to motivation of the workers (motivation - hygiene factors). He argued that meeting the hygiene factors of individuals would not motivate them to exert effort but rather would only prevent them from being dissatisfied. He stated that it is only if motivator factors are met that individuals will be motivated to perform. The implication of the motivator-hygiene was that meeting teacher lower-level needs (hygiene factors) by improving pay, benefits, safety and other job contextual factors will prevent teachers from becoming actively dissatisfied but will not probably motivate them to exert additional effort towards achieving peak performance. To

motivate workers managers must focus on changing the financial nature and content of jobs themselves by enriching them to increase autonomy (Murphy, 2015).

## **2.2 Monetary motivation and teachers' performance**

Financial rewards, encompassing pay and various incentives such as bonuses, fringe benefits, transportation facilities, and medical provisions, play a pivotal role in teacher motivation (Yousaf et al., 2014). These rewards catalyze desired behaviors and goal attainment. According to (Nguyen et al., 2023), financial rewards, including paid vacations and meal facilities, are integral components of motivating teachers.

The concept of pay extends beyond mere compensation; it is a reflection of the teacher's perception of accomplishing goals and the willingness to exert effort commensurate with skills. This passion is conditioned by the fulfillment of needs and the satisfaction derived from it. Pay, a fundamental aspect of human resource management, is closely tied to teacher satisfaction (Nguyen et al., 2023). The effectiveness of an organization is heightened when it boasts a motivated workforce, particularly high achievers who link their performance to equitable pay (Uzkurt et al., 2023).

Teachers seek reasonable pay that aligns with their excellence and satisfies their needs (MarodinEt al., 2023). Equitable compensation not only acknowledges their efforts but also fosters motivation, leading to increased productivity (Pang & Lu, 2018). The correlation between motivation and performance is emphasized, with money ranking at the forefront as a potent motivator, fulfilling basic life necessities and driving teachers to excel (Uzkurt et al., 2023).

Organizations can gain a competitive edge by motivating and retaining high-performing human resources through both financial and non-financial reward systems. Some argue that money holds significant influence in fulfilling non-monetary needs, such as authority, rank, and a sense of belonging (Pang & Lu, 2018). Those with greater financial resources are perceived as more powerful in society, further emphasizing the role of money as a symbol of personal triumph and accomplishment (Yousaf et al., 2014).

Non-financial incentives play a crucial role in influencing teacher motivation, particularly when financial rewards, such as bonuses, are tied to specific performance standards or exceed a certain threshold. According to Herzberg's theory, two key factors significantly impact teacher motivation:

hygiene factors, encompassing pay, policies, and working environment, and motivating factors, which include appreciation, recognition, a caring employer attitude, and achievements.

A well-designed recognition and reward system can effectively motivate teachers, fostering productivity. The success of such a system depends on how a company keeps its teachers motivated and evaluates performance for compensation. While financial incentives are important, the provision of non-monetary benefits, known as fringe benefits, also plays a pivotal role in influencing teacher motivation.

Fringe benefits, such as bonuses for completing specific projects or additional perks beyond regular pay, contribute to creating a positive and motivating work environment. The availability of fringe benefits is shown to enhance teacher motivation, leading to increased output, sales, organizational excellence, and cost control. These benefits include vacations with pay, ensuring the well-being of teachers by providing them with time off, especially advantageous for those who require additional time for caregiving or other responsibilities.

Another significant fringe benefit is the pension, a deferred income accumulated by workers during their tenure with a company, becoming accessible after specified time duration. This pension plan, typically available to teachers who reach a certain age and have completed a designated period of service serves as a motivational tool to retain experienced personnel.

Financial factors play a crucial role in satisfying teachers' basic needs, also known as hygiene factors, preventing them from contemplating leaving the company. These factors encompass tangible rewards like pay raises, bonuses, paid leaves, and recreational plans. Ranjan & Mishra (2017) define financial rewards as external, tangible incentives external to an teacher's job, and Thao & Hwang (2010) emphasize that these rewards serve as recognition for teachers' contributions, making them effort-rewarding.

Ababa's (2017) study on the impact of financial rewards on teacher performance indicates a statistically significant relationship between financial rewards, recognition, and teacher job satisfaction. Khan, Waqas, & Muneer (2017) observe a strong correlation between financial rewards and job performance, suggesting that as financial rewards increase, so does teacher performance. Nick (2013) underscores financial rewards as fundamental for enhancing teacher motivation and organizational effectiveness, leading to increased productivity.

Coffey (2013) highlights that financial compensation serves both as an asset and an expense for organizations attracting, motivating and retaining teachers. Muchiri (2016) emphasizes that teachers perceive financial rewards as recognition for their performance, fostering productivity. Pension plans, vacations with pay, and other fringe benefits contribute significantly to teacher motivation and well-being. Bustamam, Teng, and Abdullar (2014) stress the importance of financial rewards, cautioning that teacher dissatisfaction with rewards can manifest in performance and behavior issues. The view that financial rewards motivate poorly performing teachers is supported by Oriarewo et al. (2013). However, Kabura (2012) notes differing opinions on the impact of financial rewards on teacher motivation.

Despite the emphasis on financial rewards, theorists like Deci (1975) and Shanks (2007) argue that pay may not be the best motivator in all situations, with Haire, Ghiselli, and Porter (2012) stating that "pay is the single most important motivator" but acknowledging uncertainty about when pay serves as an effective incentive. Atchison (2003) suggests that predictable money becomes an entitlement rather than a motivator. Azasu (2009) introduces the "Principal – Agency" theory, suggesting that while some are motivated by monetary rewards, others may prefer a mix of monetary and non-monetary rewards. Empirical studies, such as those by Khan et al. (2017) and Ranjan & Mishra (2017), support the impact of fair Motivation on teacher performance.

Transitioning to non-financial rewards, Richard, Ryan, and Deci (2010) define them as inherent to a job and include intrinsic factors like recognition, appreciation, challenges, and achievements. Studies by Aktar et al. (2012), Rukhmani et al. (2010), and Zhijian and Tianshu (2013) establish a positive relationship between non-financial rewards, teacher engagement, and performance.

Recognition, in particular, is highlighted by Wang (2014) as a non-financial reward that drives teachers to feel valued, supported by Hafiza et al. (2011), who found a direct relationship between teacher recognition and performance. Bosco (2014) asserts that non-financial rewards fulfill intrinsic factors, motivating teachers without requiring an increase in salary.

Tippet & Kluvers (2010) noted that teachers' performance can suffer when supervisors fail to apply rewards effectively. Malhotra et al. (2007) argue that non-financial rewards, inherent in the job, depend on teachers' perceptions for their motivational impact. Siti-Nabiha et al. (2012) stress the importance of a well-structured physical office environment in enhancing teacher performance.

### **2.3 Non-Monetary motivation and Teachers Performance**

Richard, Ryan, and Deci (2010) define non-financial rewards as intrinsic to a job and inherent within it, encompassing elements such as teachers' abilities, receiving appreciation, recognition, facing challenges, achieving goals, and demonstrating understanding and concern. These rewards aim to enhance awareness, ability, and confidence in the individuals being mentored. In contrast, Yang (2008) views non-financial rewards as non-monetary or lacking physical existence, including aspects like teacher recognition, acknowledgment, professional growth, authority in immediate tasks, respect, and appreciation. Yang (2008) categorizes financial rewards to include appreciation, praise, promotion, title, authority, responsibility, education, work proposals, certificates, contribution to decision-making, vacation time, favorable working hours, comfortable working environment, social activities, feedback, gratitude, social rights, bonus systems, perquisites, and pay increases.

Deckers (2010) asserts that non-financial rewards encompass those originating from an individual's biological attributes and psychological dispositions. For the purposes of this study, Yang's (2008) definition is adopted, as it covers major constructs such as employer recognition, work environment, and training opportunities. Various studies indicate a positive relationship between non-financial rewards and teacher performance. Aktar et al. (2012) found that non-monetary rewards, including recognition, learning opportunities, challenging work, and career advancement, significantly contribute to skill development and, consequently, higher performance in commercial banks in Bangladesh. Rukhmani, Ramesh, and Jayakrishnan (2010) discovered that non-financial rewards enhance teacher abilities, correlating significantly with improved performance in Pakistan.

Zhijian and Tianshu (2013) demonstrated that challenging work environments, appreciation, recognition, and promotion opportunities positively impact teacher engagement and work productivity. Slatten and Mechetoglu (2011) suggested an explicit connection between professional visibility, career opportunities, perceived role benefits, and increased teacher productivity and engagement. Medlin and Green (2009) found that teachers with high levels of optimism and recognition tend to perform better. However, Yahya et al. (2012) argued that only fringe benefits and non-financial recognition substantially influence teacher productivity and work engagement.

In the hotel industry, Possenried and Plantenga (2011) established a significant relationship between teachers' growth opportunities and overall performance. Similarly, Bakibinga et al. (2012) found that interpersonal relationships, career growth, and conducive working environments contribute to nurses' and midwives' job engagement and performance in Uganda.

Tripathi and Agrawal (2014) discovered that organizations with conducive work environments in South Africa had higher performance in the tourism sector. The study emphasized the importance of physical and emotional attributes, suggesting that teachers develop attachment to their work environments.

Ozcelik and Ferman (2010) highlighted that, teachers with good working environments exhibit higher motivation and performance. Soderquist et al. (2010) argued that a poor working environment and relations negatively affect teachers' emotional well-being and, consequently, performance. On recognition, Wang (2014) emphasized its essential role in making teachers feel valued. Hafiza et al. (2011) found a direct relationship between teacher recognition and performance in Singapore. Njambi (2014) suggested various recognition methods, including public acknowledgment, days off, and providing good office working space. Tremblay et al. (2010) supported the idea that recognition from managers significantly drives teacher performance.

Bosco (2014) noted that non-financial rewards fulfill teachers' intrinsic factors, motivating them to perform well without necessarily increasing their salary. However, Tippet & Kluvers (2010) pointed out that teachers' performance suffers when supervisors fail to confidently apply rewards. Malhotra et al. (2007) argued that the effectiveness of non-financial rewards depends on teachers' perception, encompassing motivational characteristics, participation in decision-making, and role clarity. Siti-Nabiha et al. (2012) emphasized the subjective influence of work environment conditions on teacher performance, stating that a high salary does not compensate for a bad environment. Managers should ensure structured physical office environments and emotional support to enhance performance (Hearn et al., 2011).

## **2.4 Motivation Management and teachers' performance**

According to the findings of San, Theen, and Heng (2012), the strategy and procedure for rewards encompass the policies that offer specific guidance to organizations in developing and designing programs. These programs aim to ensure that performance outcomes are appropriately rewarded,

thereby supporting the achievement of business goals. San et al. (2012) further assert that the strategy and procedures for rewards provide specific directions on how an organization will structure individual reward programs and manage rewards to stimulate performance. In a different perspective, Bosco (2014) describes reward strategy and procedures as the intentional utilization of the pay system as a crucial integrating mechanism. This mechanism directs the efforts of various sub-units and individuals toward the accomplishment of an organization's strategic objectives. For the purpose of this study, the researcher will adopt the definition by Ong and Teh (2012), as it comprehensively defines constructs such as rewards policies, procedures, and the rewards committee.

Several studies have demonstrated positive results regarding the impact of reward structures on performance measures. Wasiu (2014) emphasizes the crucial role of rewards in teachers' day-to-day performance, underlining the importance of careful implementation to avoid performance imbalances. San et al. (2012) echo this sentiment, suggesting that uniformity in the implementation of reward structures is essential for enhancing performance. Moreover, San et al. (2012) found that Motivation are most effective when managed procedurally by a committee. Kabura (2012) supports this notion, stating that a reward strategy is better implemented by an independent committee, which can identify significant areas of an organization and guide its future orientation. Many researchers advocate for a different and flexible approach to meet the changing needs of today's professionals, emphasizing the importance of well-structured and competitive rewards procedures (Murphy, 2015).

While cash rewards are generally welcomed by teachers, Studies et al. (2004) caution against their misuse as a tool for motivation, emphasizing the need for correct implementation. Aktar et al. (2012) further warns against 'non-rewards,' suggesting that they should be used sparingly due to their passive nature and potential lack of long-term positive effects.

The literature consistently highlights the significant role of rewards committees in influencing teacher performance. Heinrich's study (2007) cited in Wright and Ammari (2015) found that effective systems managed by an independent committee promote cooperative behavior and effective performance. This perspective is reinforced by Bezborodova (2015), who emphasizes the direct impact of rewards committee effectiveness on teachers' performance and commitment.

However, Bezborodova (2015) offers a different perspective, suggesting that the effectiveness of committees depends on their constitution and granted power. Korir (2016) supports this view, noting that Motivation managed by consistent and independent committees yield better performance results than those managed by individuals. In summary, rewards committees play a crucial role in shaping teacher performance through their awarding practices and operational decisions within an organization.

The aforementioned observations underscore the critical role of rewards procedures in aligning rewards with performance, especially when well-defined. However, Khan et al. (2017) highlight the importance of building trust levels among teachers for rewards procedures to be effective. Despite these insights, there remains a gap in the literature concerning the specific workings of procedures and the assignment of rewards to a comprehensive process.

## **2.5 Conclusion of Literature**

Various studies worldwide have explored the impact of Motivation on organizational performance. Ibra and Khan (2015) conducted a study in Pakistan's cement industry, revealing a direct relationship between financial and non-financial rewards and teacher performance. While relevant, this study differs from the current research, which focuses on white-collar jobs in the banking system, in contrast to the former's examination of factory workers. Additionally, the current study specifically explores the impact of non-financial rewards (social recognition and appreciation) and financial rewards (salary, bonus, and performance promotion) on job and organization performance.

Aktar et al. (2012) examined the influence of non-financial and financial rewards on teacher performance, finding both factors to be highly significant. Yasmeen, Farooq, and Asghar's study (2013), as cited by Kikoito (2014), discovered an insignificant relationship between salary, bonus, and organization performance, but a moderate to strong relationship between promotion and organization performance. Cultural differences and idiosyncrasies might affect outcomes, as these studies were conducted outside Busia District. San et al. (2012) investigated Motivation and performance in Malaysian commercial banks, revealing a negative relationship between financial rewards and financial performance, while non-financial rewards showed a positive correlation with financial performance. In contrast, the proposed study incorporates both financial and non-financial indicators as dependent variables.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

In this chapter, the researcher presents the guidelines that were adopted for collecting, analyzing, and interpreting data related to the study. The chapter includes the research design, study population, sample size, sample size determination, sampling techniques, data collection methods, validity of instruments, data collection procedures, methods of data analysis, and ethical considerations.

#### **3.1 Research Design**

This study adopted a Cross-Sectional Survey Design. A cross-sectional design was used because it allows collecting data at one point in time hence minimizing costs and time, putting into consideration the limited time and resources available (Saunders, 2007). A Cross-Sectional Survey contributes significantly to a researcher's own learning process by shaping the skills needed to do good research. The above design is usually the simplest and least costly alternative. The researcher used both qualitative and quantitative research methods. Quantitative research involves gathering data that is absolute, such as numerical data, so that it can be examined in as unbiased a manner as possible in order to come up with statistical results. The qualitative design was emphasized because of its ability to permit research to go beyond the statistical results that are reported in the quantitative research. Data has also been presented in form of descriptive statistics.

#### **3.2 Study Population**

The population for the study consisted of 50 teachers from the four selected primary schools in Masaba subcounty in Busia District. This district has several primary schools out of which only four of the primary schools in Masaba subcounty were selected for the study.

#### **3.3 Sample Size**

The population for the study consisted of 250 teachers from the four selected primary schools in Masaba subcounty in Busia District. These Schools are; School P(48), School Q (82), School R(69), and School S (51).

### 3.3.1 Sample Size Determination and Sampling Techniques

From the estimated population of 250, the sample size was determined using Solvent's formula to come up with an appropriate sample size to be used in the study. The formula is given by:

$$n = \frac{N}{1 + N\alpha^2}$$

where  $n$  = the sample size,  $N$  = total population of respondents and  $\alpha$   
= the level of significance, that is 0.05

The researcher used a sample size of 154 respondents from the accessible population of 250 people that was obtained. The details are presented below in table:

**Table 3.1: Sample Sizes and Sampling Techniques**

| Respondents | Accessible population | Sample Size | Sampling Technique |
|-------------|-----------------------|-------------|--------------------|
| Teachers    | 250                   | 154         | Simple Random      |

*Source: District Education Office Busia (2024)*

### 3.3.2 Sampling Techniques

The study used both purposive sampling and simple random sampling techniques to select respondents. Purposive sampling involves identifying and selecting individuals or groups of individuals that are knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). According to Sekaran (2004), purposive sampling is confined to specific category of informants who provide the desired information because they are the ones with such needed information or by conformance to criteria set by the researcher. The researcher therefore used purposive sampling to select the head teachers who were believed to be key informants.

The other categories of respondents (class teachers) were selected using the simple random sampling technique comprising mainly of technical/operational staff. According to Creswell (2009), simple random sampling ensures that every member has an equal chance of being recruited into the sample. A sample frame was constructed and then the members were randomly sampled. Simple random sampling technique is intended to give equal opportunity for every member in the population to be selected.

### **3.4 Data collection methods**

Data collection methods refer to the process of collecting data after the researcher has identified the types of information needed which is based on the research questions guiding the study (Fielding, 2010). The researcher used both the primary and secondary sources of data for the study. Using the primary data collection method, the researcher got first-hand information/data using the methods of questionnaires survey and interview mainly.

#### **3.4.1 Questionnaire survey**

A questionnaire method is a set of questions to which respondents' record their answers as administered (Sekaran, 2009). This method is appropriate for the research because the filled questionnaires can be used for future reference. A questionnaire was used because it is cheap, a large group of respondents is covered within a short time, it also allows in-depth research, to gain firsthand information and more experience over a short period of time (Earl-Babbie, 2013). Further, it is practical, large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost-effective way. The method was used for obtaining data from the teachers.

#### **3.4.2 Interview**

This data collection method involves face-to-face interaction between the interviewer and interviewee. Interviews are person to person verbal communication in which one person is interviewed at a time. Interviews were used to follow up ideas and get in depth data for the study (Creswell, 2003). Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Amin, 2005). In addition, they also gave an opportunity to the researcher to revisit some of the issues that had been an over-sight in other instruments and yet they were considered vital for the study. The researcher used this method specifically for the purpose of having one on one interaction with the head teachers. The method allows for flexibility in asking questions, exchange views on important issues with reference to the topic. This approach enabled the researcher to obtain information without any problem. The responses are spontaneous and clear.

### **3.5 Data collection instruments**

#### **3.5.1 Questionnaire**

To gather the data for this study, a carefully structured questionnaire to elicit the necessary information was used to determine whether motivational factors exercise some basic effects on teachers' performance in the selected secondary schools in Busia district. The questionnaire had two sections as parts A and B where part A contained the bio-data information while part B contained some item statements on each objective of the study which respondents answered by ticking in the appropriate boxes according to the extent to which the statement appealed to them.

#### **3.5.2 Interview guide**

The researcher also used an interview guide which involved face-to-face interaction with the respondents to generate qualitative data. The researcher had face-to-face interaction with the selected respondents. This particular method was of interest to the researcher because it helped the researcher in getting a complete and detailed understanding of the issues from the respondents through clarifications and it also gave in-depth information about particular cases of interest to the researcher. The use of this instrument is important because the interview can create the right type of friendly atmosphere which is very conducive to obtaining the desired data; The flexibility identified in the interviews enables the researcher to adjust the interviews to meet many diverse situations for example language barrier, physical disabilities, and others; and also interviews are often conceived as a cooperative venture because personal contact gives personal emphasis (Sekaran, 2009). For example, if the person being interviewed is a person you had longed to see/meet, then this can be an opportune time

### **3.6 Quality Control (Validity and Reliability)**

#### **3.6.1 Validity of the Instruments**

The researcher designed research instruments to be used and subject to experts for criticism and discussed with supervisors to provide grounds for modifications before use. According to (Amin 2005), a content validity index (CVI) of 0.7 was considered sufficient to enable the data collection to proceed. A CVI close to one was considered to provide a higher validity. The results are presented below:

**Table 3.2: Validity of the instrument**

| <b>Variable</b>         | <b>Content Validity index</b> | <b>Total number of item valid (K)</b> | <b>Total number of Items (N)</b> |
|-------------------------|-------------------------------|---------------------------------------|----------------------------------|
| Monetary motivation     | 0.833                         | 10                                    | 12                               |
| Non-monetary motivation | 0.911                         | 10                                    | 11                               |
| Motivation management   | 1.000                         | 10                                    | 10                               |
| Teacher Performance     | 0.833                         | 10                                    | 12                               |
|                         | <b>0.894</b>                  |                                       |                                  |

*Source: Primary data (2024)*

This pretest gave a value of 0.894 and according to Mugenda and Mugenda (2003), a CVI of equal or above 0.8 was preferred and hence acceptable.

### **3.6.2 Reliability**

Reliability of a data collection instrument measures the degree to which the instrument is free from bias. The researcher tested the instruments on some selected ten respondents on a test-retest basis before finally administering it. In this study, a Cronbach's alpha coefficient was computed to show the reliability of the data by applying Statistical Package for Social Scientists (SPSS) and the results are presented in the table below:

**Table 3.3: Reliability statistics**

| <b>Variables</b> | <b>Cronbach's Alpha</b> | <b>Number of items</b> |
|------------------|-------------------------|------------------------|
|------------------|-------------------------|------------------------|

|                         |      |    |
|-------------------------|------|----|
| Monetary motivation     | .835 | 10 |
| Non-monetary motivation | .807 | 10 |
| Motivation management   | .779 | 10 |
| Teacher Performance     | .767 | 10 |

*Source: Primary data (2024)*

From Table 3.2 above, the results show that all items had Cronbach Alpha Coefficient of above 0.7 as threshold. This implies that the tools used were consistent and dependable (Amin, 2005).

### **3.7 Data Collection Procedure**

Upon clearance by the research committee and obtaining permission from the University to collect data, the researcher sought for further permission from the district authorities to collect data. The researcher trained at least two research assistants who worked with researcher to administer the questionnaires to the respondents. The researcher on an own part carried out the interviews and administered questions to the respondents and acted as a facilitator to direct the discussion towards the attainment of the research objectives.

### **3.8 Data Analysis**

#### **3.8.1. Quantitative Data Analysis**

Quantitative data was analysed in form of descriptive statistics using frequencies, percentages, mean and standard deviations for each item in the questionnaire used in the study. The Pearson's correlation statistics was used to test the relationships at 99 and 95 confidence limits. A regression analysis using ANOVA statistics of adjusted  $R^2$  values, beta, t values and significance values as supported by (Amin, 2005; Descombe, 2008; Sekeran 2010) was used to determine the extent to which motivation influenced teacher performance.

#### **3.8.2. Analysis of Qualitative Data**

Qualitative data was analyzed using content and thematic analysis where responses were assigned codes, emerging themes identified and developed from the data where implications, conclusions and inferences on motivation were identified. Narrative analysis was also done to present some of the

responses verbatim. Finally, comparative analysis was done by constantly comparing the qualitative data to establish any similarities and differences from the different respondents.

### **3.9 Ethical Considerations**

The researcher endeavored to uphold the ethical codes of research including; ensuring the confidentiality of responses. As a result, respondents were asked to answer the questions with ease, explaining the purpose of the study in order not to raise the expectations of respondents. This is necessary because respondents may have higher expectations thinking that they may be paid after answering the questions and yet this was purely academic research. The researcher ensured that the respondents participated in the study based on informed decisions. This was done through intensive explanations about the purpose of the study and how important their participation in this study was.

### **3.10 Limitations of the study**

Some respondents were unwilling to show cooperation in filling questionnaires due to a number of studies that might have been done in the same schools by other researchers. This limitation was addressed by explaining to them that the exercise was purely an academic exercise and all information was treated with utmost confidentiality.

The researcher faced the problem of access to information from some of the schools due to fear that the school's confidential information may be divulged to the public. However, this challenge was addressed by informing the respondents of the purpose of the study which is academic in nature.

The researcher faced time constraints due to the fact that, the time for data collection was when many schools were involved in various term activities. The limitation was addressed by using the head teachers to identify influential teachers to assist the researcher.

## CHAPTER FOUR

### PRESNTATION, ANLYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

The study investigated the influence of motivation on teacher performance in selected Secondary Schools in Busia District. This chapter contains the presentation, analysis and discussion of findings based on the objectives/hypotheses of the study. The first section presents the response rate; the second section presents the demographic characteristics and the third the descriptive and inferential statistics in line with the three objectives of the study.

#### 4.1 Response Rate

The sample size was 154 but 145 actually participated in the study representing a response rate of 94.1% in both the questionnaire and interviews. This response rate is above 70% as recommended by Amin (2005) who observed that a response rate of 70% and above was adequate for such a study.

#### 4.2 Demographic Characteristics

In order to authenticate the population of the study, the information was obtained on the demographic characteristics of the respondent on gender, highest level of education, age of the respondents and the period of working at the selected secondary school as follows in frequencies and percentages.

##### 4.2.1 Gender of the respondents

The study sought to ascertain the gender of the respondents categorized as male and female and the findings are presented in the table below:

**Table 4.1 Gender of respondents**

|        | Frequency | Percent |
|--------|-----------|---------|
| Female | 64        | 46.7    |
| Male   | 73        | 53.3    |
| Total  | 137       | 100.0   |

*Source: Primary data (2024)*

The table above shows that 46.7% of the respondents were female and 53.3% were male suggesting that the workforce of secondary schools has more males than females.

#### 4.2.2 Highest level of education of the respondents

The study sought to establish the highest level of education of the respondents categorized as secondary level, diploma, degree and master degree as follows.

**Table 4.2 Highest level of education**

|                 | Frequency | Percent |
|-----------------|-----------|---------|
| Diploma         | 66        | 48.1    |
| Degree          | 50        | 36.5    |
| Master’s Degree | 21        | 15.3    |
| Total           | 137       | 100.0   |

*Source: Primary data (2024)*

Information obtained revealed that 48.1% were at diploma, 36.5% at degree and 15.3% at masters depicting that majority of the respondents are degree and diploma holders capable of giving accurate information for the study.

#### 4.2.3 Age category of the respondents

The study sought to establish the age category of the respondents which were 21 to 30 years, 31-40 years, 41-50 years and 50 to 60 years as below;

**Table 4.3 Age category of the respondents**

|                | Frequency | Percent |
|----------------|-----------|---------|
| 21 to 30 years | 44        | 32.1    |
| 31 to 40 years | 59        | 43.1    |
| 41 to 50 years | 24        | 17.5    |
| 51 to 60 years | 10        | 7.3     |
| Total          | 137       | 100.0   |

*Source: Primary data (2024)*

The findings from the table above reveal that the highest percentage (43.1%) fell in 31 to 40 years, followed by 21-30 years (32.1%), followed by 41-50 years (17.5%) and lastly 51 to 60 years at 7.3%. The above suggests that secondary schools in Busia district have a workforce which is youthful and middle aged capable of performing their duties and producing good results.

#### 4.2.4 Period of working at the school

The study also sought to determine the period of the respondents working at the secondary school categorized as less than 2years, 2-6 years, 6-10 years, 10-14 years and years and above as shown below:

**Table 4.4**Period of working at the school

|                    | Frequency | Percent |
|--------------------|-----------|---------|
| Less than 2 years  | 29        | 21.2    |
| 2 to 6 years       | 60        | 43.8    |
| 6 to 10 years      | 32        | 23.4    |
| 10 to 14 years     | 5         | 3.6     |
| 14 years and above | 11        | 8.0     |
| Total              | 137       | 100.0   |

*Source: Primary data (2024)*

The findings above reveal that the highest number of the respondents had worked for 2-6 years at 43.8%, followed by 6-10 years at 23.4%, then less than 2 years at 21.2% and followed by 14 and above at 8% and 10-14 years at 3.6% respectively. The above depicts that majority of the staff at the secondary schools have worked for many years and have the experience to participate in this study.

#### 4.3 Presentation of findings according to objectives

The study sought to investigate the influence of motivation on teacher performance in selected Secondary Schools in Busia District. It particularly looked at the effect of monetary, non-monetary and motivation management procedures on teacher performance selected Secondary Schools in Busia District. To analyze the findings, descriptive analysis was done and results presented in

percentages. Inferential analyses were also carried out and the results were presented in coefficients. Interpretation was then drawn from the comparison of the three categories as shown below.

### 4.3.1 Monetary motivation and teacher performance in selected primary schools in Masaba subcounty in Busia district

The first objective of the study was to examine the influence of monetary motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia district. The findings are presented in percentages below:

**Table 4.5 Summary of Responses in percentages**

|    | <b>Questionnaire statement</b>                              | <b>SD</b> | <b>D</b> | <b>NS</b> | <b>A</b> | <b>SA</b> |
|----|---|-----------|----------|-----------|----------|-----------|
| 1. | The school provides teachers with bonuses                   | 2.9       | 29.2     | 2.2       | 56.2     | 9.5       |
| 2  | The school compensates for the extra time spent on teaching | 2.9       | 19.0     | 6.6       | 65.0     | 6.6       |
| 3. | The salary enhancement of teachers is done timely           | 6.6       | 27.0     | 16.1      | 43.8     | 6.6       |
| 4. | The school provides salary advances to teachers             | 59.9      | 10.9     | 5.1       | 21.2     | 2.9       |
| 5. | The school provides treatment allowance to teachers         | 62.8      | 9.5      | 4.4       | 21.9     | 1.5       |
| 6. | The teachers are given housing and/or allowance monthly     | 4.4       | 26.3     | 7.3       | 55.5     | 6.6       |
| 7. | Our school gives financial rewards.                         | 19.0      | 11.7     | 1.5       | 65.0     | 2.9       |
| 8. | Teachers are paid travel allowances                         | 22.6      | 43.1     | 11.7      | 20.4     | 2.2       |
| 9  | Teachers are given extra allowances                         | 50.4      | 16.8     | 14.6      | 17.5     | 0.7       |
| 10 | Teachers' allowances increase every financial year          | 16.8      | 37.2     | 24.8      | 19.7     | 1.5       |

*Source: Primary data (2024)*

On the view whether the school provided teachers with bonuses, 65.7% of the respondents were in agreement as opposed to 32.1% in disagreement as 2.2% were not sure. The implication is that though not all, the secondary schools in Busia district provide teachers with some bonuses. The finding is in line the view that financial rewards, encompassing pay and various incentives such as bonuses, fringe benefits, transportation facilities, and medical provisions, play a pivotal role in

teacher motivation (Yousaf et al., 2014). These rewards catalyze desired behaviors and goal attainment.

During a transcribed interview, a key respondent revealed that indeed giving teachers incentives to do their work affects the way they behave. The respondents stated that:

*..... empowering teachers makes them feel valued and therefore they perform their duties with more commitment which in turn leads to better students' performance. However, in certain cases, the schools lack funds to affect such motivational things, hence de-motivating the staff.*

On whether the school compensates for the extra time spent on teaching, majority (71.6%) of the respondents were in agreement as 21.9% were in disagreement. The implication of the finding reveals that much as some respondents objected; most schools compensate for the extra time spent on teaching. The finding tallies with the position of ILO (2016) that a good working environment is one where the staff is well facilitated so that they can give maximum effort to goal attainment.

The respondents were requested to state whether the salary enhancement of teachers was done timely where 50.4% were in agreement as 33.6% were in disagreement and 16.1% were not sure. It can be drawn from the above that not all teachers' salary enhancement is done timely in Busia district. The finding contradicts the correlation between motivation and performance which emphasizes that with money ranking at the forefront as a potent motivator, fulfilling basic life necessities and driving teachers to excel was necessary (Uzkurt et al., 2023).

The respondents were asked to state whether the school provided salary advances to teachers. Most (70.8%) were in disagreement as 24.1% were in agreement. The finding suggests that few schools in Busia district provide salary advances to teachers. The finding disagrees with the view that teachers seek reasonable pay that aligns with their excellence and satisfies their needs (Marodin et al., 2023).

A responded stated that giving teacher's salary advances compels them to push against odds in their work places. When they are not helped while in short term challenges it means they cannot attend to their duties or else if they do, they cannot do with commitment. There will be high incidences of absenteeism and poor guidance to learners, routine duty performance becomes stagnated. He asserted;

*.... School needs to vigorously employ motivation of teachers amidst the meager resources by sometimes giving them salary advances in order to manage their short time challenges in order to keep them at station and avoid excuses of being out of school during lesson periods.*

Also, on whether the school provided treatment allowance to teachers, 72.3% were in disagreement as 33.3% were in agreement. The finding implies that most schools in Busia district do not provide treatment allowance to teachers. The finding contradicts the view by Armstrong (2024) that the availability of fringe benefits such as allowances is shown to enhance teacher motivation, leading to increased output, sales, organizational excellence, and cost control.

According to one senior administrator, when teachers are well attended to in time of problems like sicknesses, they feel owned and part of the institution they serve in and when they recover, they can compensate the lost lesson in remedial periods with passion and enthusiasm. He remarked;

*.... Well-motivated teachers handle students with care which intern excites the minds of the leaners, creates curiosity and inspires them to love what they learn through the teacher's expressed affection.*

Further about whether teachers were given housing and/or allowance monthly, 62.1% were in agreement as 30.7% were in disagreement. The finding above implies that most teachers in Busia district are given housing and/or allowance monthly. The finding rhymes with a study finding that the state of the physical working environment can make an employee feel comfortable or uncomfortable at the place of work (Pandey, 2017). ILO (2016) explains that the appropriate physical working environment should be one that provides appropriate accommodation eliminating stressing factors from work.

In an interview with one head teacher, he indicated that teachers need to be given some fringe benefits like housing allowances because most school do not have accommodation facilities at schools if so, they may not be sufficient to cater for all the teachers in a school. The teacher's salary is said to be consolidated to cater for all expenditures and yet very insufficient. He lamented;

*.... The government does not provide accommodation to teachers a case of seed schools besides not having cheap and reliable transport means to and from the schools they teach in. this makes teachers unsettled and therefore limited time for preparation and contact time with the learners therefore affecting their performance and leaners outcomes.*

Further, when asked whether their schools gave financial rewards, 67.9% of the respondents were in agreement as 30.7% were in objection implying much as most schools provide some financial rewards, not all staff benefits from it yet Nick (2013) underscores financial rewards as fundamental for enhancing teacher motivation and organizational effectiveness, leading to increased productivity.

The researcher wanted to establish whether teachers were paid travel allowances. The finding indicates that 65.7% of the respondents were in disagreement as 22.6% agreed and 11.7% were not sure. The finding suggests that few teachers are paid travel allowances in secondary schools in Busia district and yet Bustamam, Teng, and Abdullar (2014) stress the importance of financial rewards, cautioning that teacher dissatisfaction with rewards can manifest in performance and behavior issues.

In addition, on whether the teachers were given extra allowances 67.2% were in objection as 18.2% were in agreement and 14.6% were not sure. It can be observed from the finding that not all the secondary schools in Busia district give the teachers extra allowances and yet Ababa's (2017) study on the impact of financial rewards on teacher performance indicates a statistically significant relationship between financial rewards, recognition, and teacher job satisfaction.

According to one deputy head teacher, it was difficult to facilitate teachers with extra allowances at all times. He remarked that;

*.... Due to the challenge of limited funds, it is always difficult to give extra allowances to teachers at all time. Sometimes school fees collections are poor that it paralyzes school activities.*

On the view whether teachers' allowances increased every financial year, 54% of the respondents were in disagreement as 24.8% were not sure and 21.2% agreed. The above finding depicts that not all the secondary schools in Busia district increase the teachers' allowances every financial year. The finding contradicts Khan, Waqas, & Muneer (2017) who observed a strong correlation between financial rewards and job performance, suggesting that as financial rewards increase, so does teacher performance.

### **Test of hypothesis**

The researcher set out a research hypothesis that monetary motivation had a significant positive effect on teacher performance in primary schools in Masaba subcounty in Busia district. In order to

establish the dimension of the effect, a Pearson’s correlation coefficient analysis was run as follows due to its ability to explain cause-effect relationships.

**Table 4.6 Correlation matrix**

|                     |                     | Monetary motivation | Teacher performance |
|---------------------|---------------------|---------------------|---------------------|
| Monetary motivation | Pearson Correlation | 1                   | .471**              |
|                     | Sig. (2-tailed)     |                     | .000                |
|                     | N                   | 137                 | 137                 |
|                     |                     |                     |                     |
| Teacher performance | Pearson Correlation | .471**              | 1                   |
|                     | Sig. (2-tailed)     | .000                |                     |
|                     | N                   | 137                 | 137                 |
|                     |                     |                     |                     |

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

**Source:** *Primary data (2024)*

The coefficient .471\*\* shows a significant positive effect. It means that the teacher performance is explained by monetary motivation. It implies that if there is good monetary motivation, there is likely to be good teacher performance and vice versa. The above therefore, made the researcher to uphold the research hypothesis as correct.

A regression analysis was run in order to determine the strength of the relationship between monetary motivation and teacher performance as shown below:

**Table 4.7 Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .471 <sup>a</sup> | .222     | .208              | .315                       |

a. Predictors: (Constant), monetary motivation

*Source: Primary data (2024)*

The coefficient of determination (Adjusted R) .208 implies that monetary motivation explains the 20.8 % of the variation in teacher performance in secondary schools in Busia district. It means if monetary motivation is improved, teacher performance would also improve. Therefore, the researcher accepts the research hypothesis.

#### **4.3.2 Non-monetary motivation and teacher performance in primary schools in Masaba subcounty in Busia district**

The study sought to establish the effect of non-monetary motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia district. The findings are presented in percentages below:

**Table 4.8 Summary of responses in percentages**

|    | <b>Questionnaire statement</b>   | <b>SD</b> | <b>D</b> | <b>NS</b> | <b>A</b> | <b>SA</b> |
|----|--|-----------|----------|-----------|----------|-----------|
| 1. | Word of thanks/ Verbal appreciation is one of the approaches used to recognize good performance in the school.       | -         | 3.6      | 1.5       | 42.3     | 52.6      |
| 2. | Written thank you notes are given to staff on good performance.  | 61.3      | 21.2     | 9.5       | 8.0      | -         |
| 3. | Certificate of recognition for outstanding performance is present to appreciate outstanding performance of teachers. | -         | 6.6      | 2.9       | 60.6     | 29.9      |
| 4. | We celebrate the success of the performance of our teachers in a party.  | 59.1      | 11.7     | 8.0       | -        | 21.2      |
| 5. | I have been offered training opportunity by the school to enhance my performance                                     | 65.0      | 16.1     | -         | 14.6     | 4.4       |
| 6. | Short training, seminars, and workshops are regularly organized to enhance our performance                           | 46.0      | 11.7     | 18.2      | 24.1     | -         |
| 7. | You enjoy the environment in which you perform your duties   | 2.9       | 25.5     | 18.2      | 48.2     | 5.1       |

|     |   |      |      |      |      |      |
|-----|---|------|------|------|------|------|
| 8.  | You appreciate the physical attributes of your work area                          | 3.6  | 14.6 | 15.3 | 58.4 | 8.0  |
| 9.  | Your work environment is free of physical emotional and psychological harassment. | 64.2 | 5.1  | 12.4 | 15.3 | 2.9  |
| 10. | Your environment is free of discrimination  | 13.9 | 47.4 | 2.2  | 13.9 | 22.6 |

**Source: Primary data (2024)**

The respondents were requested to state whether words of thanks/ verbal appreciation were one of the approaches used to recognize good performance in the school and the findings indicate that majority (94.9%) were in agreement as 3.6 % objected and 1.5% were unsure meaning that words of thanks/ verbal appreciation is one of the approaches used to recognize good performance in most secondary schools in Busia district. The finding concurs with Yousaf et al (2014) who note that while financial incentives are important, the provision of non-monetary benefits, known as fringe benefits, also plays a pivotal role in influencing teacher motivation. According to a head teacher, when teachers receive words of praise, it energizes them to work very hard. He made a remark that;

*.... Whenever I give a verbal praise to a teacher, more so during a staff congregation, it makes them feel valued.*

On the view whether written thank you notes were given to staff on good performance, majority (82.4%) were in disagreement as 9.5% were unsure and 8% objected suggesting that written thank you notes are not given to most staff on good performance in most secondary schools in Busia district. The finding instead contradicts with Yousaf et al (2014) who note that while financial incentives are important, the provision of non-monetary benefits, known as fringe benefits, also plays a pivotal role in influencing teacher motivation

In addition, as to whether certificate of recognition for outstanding performance was present to appreciate outstanding performance of teachers, majority (90.5%) of the respondents were in agreement. The implication of the above finding is that the certificate of recognition for outstanding performance is present to appreciate outstanding performance of teachers in most primary schools in Masaba subcounty in Busia district. Zhijian and Tianshu (2013) similarly demonstrated that challenging work environments, appreciation, recognition, and promotion opportunities positively impact teacher engagement and work productivity.

On the statement whether they celebrated the success of the performance of their teachers in a party., most (70.8%) of the respondents were in disagreement as 21.2% agreed and 8% were unsure depicting that most secondary schools in Busia district do not celebrate the success of the performance of their teachers in a party yet Njambi (2014) suggested that various recognition methods, including public acknowledgment, days off, celebrating success and providing good office working space motivate the staff. However, one of the head teachers remarked in an interview that;

*.... If funds normally allow, we celebrate success together but if funds don't allow, we don't celebrate together.*

The study sought to find out whether the respondents had been offered training opportunity by the school to enhance their performances and findings revealed that most (81.1%) of the respondents were in disagreement though 19% objected. The implication is that majority of the teachers in secondary schools in Busia district have not been offered training opportunities by their schools to enhance their performances.

However, during an interview, a head teacher remarked that:

*.... Training opportunities come occasionally especially when the Ministry of education and Sports wants to roll out a programme.*

The finding contradicts Possneried and Plantenga (2011) who established a significant relationship between teachers ' growth opportunities and overall performance. Similarly, Bakibinga et al. (2012) found that interpersonal relationships, career growth, and conducive working environments contribute to nurses' and midwives' job engagement and performance in Uganda.

About the statement whether short trainings, seminars, and workshops were regularly organized to enhance their performance, 57.7% of the respondents were in disagreement as 24.1% agreed and 18.2% were not sure. The finding suggests that most secondary schools in Busia district do not organize short trainings, seminars, and workshops to enhance staff performance. The finding also contradicts Possneried and Plantenga (2011) who established a significant relationship between teachers ' growth opportunities and overall performance. Similarly, Bakibinga et al. (2012) found that interpersonal relationships, career growth, and conducive working environments contribute to nurses' and midwives' job engagement and performance in Uganda.

Further, the responses to the view whether they enjoyed the environment in which they performed their duties revealed that 53.3% were in agreement compared with 28.5% in disagreement and 18.2% not sure. It can be drawn from the findings that not all teachers in secondary schools in Busia district enjoy the environment in which they perform their duties.

According to one senior school administrator, a conducive working environment is good for teacher concentration but it also depends on the location of the school. She remarked that;

*.... Our school is located in quite a hard-to-reach area, so it may not be comfortable for those who come from affluent areas.*

However, Tripathi and Agrawal (2014) discovered that organizations with conducive work environments in South Africa had higher performance in the tourism sector. The study emphasized the importance of physical and emotional attributes, suggesting that teachers develop attachment to their work environments.

The study sought to establish whether they appreciated the physical attributes of their work areas. The findings indicate a 66.4% agreement by the respondents as 18.2% were in disagreement and 15.3% were not sure. The finding suggests is that most teachers in secondary schools in Busia district appreciate the physical attributes of their work area. The finding rhymes with Ozelik and Ferman (2010) who highlighted that those teachers with good working environments exhibit higher motivation and performance.

On the statement of whether their work environment was free of physical, emotional and psychological harassment, 69.3% of the respondents were in disagreement as 18.2% were in agreement and 12.4% were not sure implying that most teachers face physical, emotional and psychological harassment at their work environment. The finding contravenes Nabiha et al. (2012) who emphasized the subjective influence of work environment conditions on teacher performance, stating that a high salary does not compensate for a bad environment. Managers should ensure structured physical office environments and emotional support to enhance performance (Hearn et al., 2011).

Further about whether their environments were free of discrimination, 36.5 % of the respondents were of the view as 61.3% were in objection. The above findings imply that most of the teachers in secondary schools in Busia district face discrimination in their working environment, though some

of the staff is in objection. However, most school heads were non-committal about issues of discrimination. They remarked;

*.... We are not aware of any discrimination cases unless the teachers experience it among the communities but not at the school compound.*

The finding again contravenes Nabiha et al. (2012) who emphasized the subjective influence of work environment conditions on teacher performance, stating that a high salary does not compensate for a bad environment. Managers should ensure structured physical office environments and emotional support to enhance performance (Hearn et al., 2011).

### Test of Hypothesis

The researcher set out a research hypothesis that non-monetary motivation had a significant positive effect on teacher performance in primary schools in Masaba subcounty in Busia district. In order to establish the dimension of the effect, a Pearson’s correlation coefficient analysis was run as follows due to its ability to explain cause-effect relationships.

**Table 4.9 Correlation Matrix**

|                         |                     | Non-monetary motivation | Teacher performance |
|-------------------------|---------------------|-------------------------|---------------------|
| Non-monetary motivation | Pearson Correlation | 1                       | .657**              |
|                         | Sig. (2-tailed)     |                         | .000                |
|                         | N                   | 137                     | 137                 |
| Teacher performance     | Pearson Correlation | .657**                  | 1                   |
|                         | Sig. (2-tailed)     | .000                    |                     |
|                         | N                   | 137                     | 137                 |

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

**Source:** Primary data (2024)

From the table, a coefficient of .657\*\* implies a significant positive effect. It means that non-monetary motivation has a significant positive effect on teacher performance. Therefore, if there is good non-monetary motivation, then teacher performance will be enhanced and the reverse is true, hence the researcher upholds the research hypothesis.

A regression analysis was further done to show how much of the variance in teacher performance was caused by non-monetary motivation as follows:

**Table: 4.10 Model Summaries**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .657 <sup>a</sup> | .432     | .422              | .269                       |

a. Predictors: (Constant), non-monetary motivation

**Source:** Primary data (2024)

The regression analysis thus shows that non-monetary motivation determines teacher performance by .442 (Adjusted R<sup>2</sup>) and explains the variance by 42.2% which is positively significant. The researcher therefore upholds the research hypothesis. This is consistent with the qualitative findings.

### 4.3.3 Motivation management procedures and teacher performance in selected primary schools in Masaba subcounty in Busia district

The study also sought to establish the influence of motivation management procedures on the performance of teachers of primary schools in Masaba subcounty in Busia district. The findings are presented in percentages below:

**Table 4.11 Summary of responses in percentages**

|    | Questionnaire statements   | SD   | D    | NS  | A    | SA   |
|----|--|------|------|-----|------|------|
| 1. | The school has a policy in place to guide management of motivation | 5.8  | 42.3 | 1.5 | 7.3  | 43.1 |
| 2. | The motivation policy is made known to the teachers of the         | 11.7 | 58.4 | 8.8 | 19.0 | 2.2  |

|     |   |      |      |      |      |      |
|-----|---|------|------|------|------|------|
|     | school  |      |      |      |      |      |
| 3.  | The motivation is equitably applied to all the teachers of the school                 | 5.8  | 44.5 | 20.4 | 24.8 | 4.4  |
| 4.  | The motivation policy was participatorily developed with the teachers' involvement    | 5.1  | 43.1 | 17.5 | 29.9 | 4.4  |
| 5.  | The school has a motivation management committee in place                             | 3.6  | 52.6 | 1.5  | 22.6 | 19.7 |
| 6.  | The motivation committee manages the motivation processes transparently               | 16.8 | 43.1 | 14.6 | 24.1 | 1.5  |
| 7.  | The motivations committee is not influenced by management in the motivation processes | 11.4 | 39.4 | 12.4 | 35.3 | 1.5  |
| 8.  | The committee handles motivations timely  | 17.5 | 45.3 | 16.1 | 13.9 | 7.3  |
| 9.  | The teachers in our school are highly motivated                                       | 4.4  | 19.0 | 24.8 | 50.4 | 1.5  |
| 10. | The motivation policy is highly embraced by all the staff                             | 2.9  | 21.9 | 29.9 | 38.0 | 7.3  |

**Source:** Primary data (2024)

The respondents were requested to state whether their school had a policy in place to guide management of motivation and findings indicate that most (50.4%) were in agreement as 48.1% were in objection suggesting that not all secondary schools in Busia district have policies in place to guide management of motivation yet according to the findings of San, Theen, and Heng (2012), the strategy and procedure for rewards encompass the policies that offer specific guidance to organizations in developing and designing programs.

Interactions with two head teachers revealed that they had motivation policies in place. However, they remarked that;

*.... There are well laid motivational policies but the implementation depended on the availability of resources in the school which are sometimes there or not.*

The study sought to ascertain whether the motivation policy was made known to the teachers of the school and 70.1% of the respondents were in disagreement to the view as 21.2% were of the view and 8.8% were not sure suggesting that the motivation policy issue is not made known to the most of teachers of the schools. The finding contradicts San et al. (2012) who further assert that the strategy

and procedures for rewards provide specific directions on how an organization will structure individual reward programs and manage rewards to stimulate performance.

On the view whether the motivation was equitably applied to all the teachers of the school, 50.3% of the respondents were in disagreement compared with 29.2% who were in agreement and 20.4% that was not sure. The finding suggests that there is some inequality across motivation in the schools. Most head teachers interviewed observed that motivation was sometimes an individual issue and remarked that;

*.... Staff motivation depends sometimes on staff performance. There are those who are very cooperative and love their job while others are difficult employees.*

However, the percentage of those who agreed and were not sure could imply motivation depends on the ranks of the various cadres. However, the study of Wasuu (2014) emphasizes the crucial role of rewards in teachers' day-to-day performance, underlining the importance of careful implementation to avoid performance imbalances.

When requested to state whether the motivation policy was participatorily developed with the teachers' involvement 48.2% of the respondents were in disagreement as 34.3% were in agreement as 17.5% were not sure. The finding suggests there is a differing position on the view though slightly more respondents were in disagreement. However, Khan et al. (2017) highlights the importance of building trust levels among teachers for rewards procedures to be effective and accommodative.

When asked whether the school had a motivation management committee in place, 42.3% of the respondents were in agreement as 56.2% objected to the view implying that not all of the schools have motivation management committees in place.

Moreover, San et al. (2012) found that Motivation is most effective when managed procedurally by a committee. Kabura (2012) supports this notion, stating that a reward strategy is better implemented by an independent committee, which can identify significant areas of an organization and guide its future orientation.

Also, about whether the motivation committee managed the motivation processes transparently, 59.9% of the respondents were in objection as 25.6% were in agreement. The above findings imply that there is limited transparency by the motivation management committees in secondary schools in

Busia district. Yet Bezborodova (2015) emphasizes the direct impact of rewards committee effectiveness and transparency on teachers' performance and commitment.

According to most head teachers, they didn't see if there were transparency issues in staff motivation. For example, one remarked;

*.... For me I don't see any transparency challenges in motivational issues since it is an autonomous committee.*

Respondents were required to state whether the motivations committee was not influenced by management in the motivation processes and findings revealed that 50.8% were in disagreement as opposed to 36.8% who were in agreement 12.8% that were not sure. The implication is that to some extent, the motivations committee is influenced by management in the motivation processes. This partly contravenes Heinrich's study (2007) cited in Wright and Ammari (2015) who found that effective systems managed by an independent committee promote cooperative behavior and effective performance. However, most interviewees remarked that;

*.... to some extent, the motivations committee is influenced by management in the motivation processes when it comes to releasing funds which are sometimes inadequate.*

In addition, when asked whether the committee handled motivations timely, 62.8% of the respondents were in disagreement as 21.2% agreed and 16.1% were not sure. The above findings depict that there were delays in handling motivation issues. Moreover, Wasiu (2014) emphasizes the crucial role of rewards in teachers' day-to-day performance, underlining the importance of careful implementation to avoid performance imbalances.

The respondents were required to state whether the teachers in their schools were highly motivated. The finding reveals that 51.9% were in agreement as 24.8% were not sure and 23.4% were in disagreement implying that a good number of the teachers in the schools are highly motivated though not all yet Wasiu (2014) emphasizes the crucial role of rewards in teachers' day-to-day performance, underlining the importance of careful implementation to avoid performance imbalances.

The respondents were also requested to state whether the motivation policy was highly embraced by all the staff where 45.3% were in agreement and 29.9% were not sure as 24.8% were in

disagreement depicting that the motivation policy is not highly embraced by all the staff in secondary schools in Busia district. Moreover, Bosco (2014) describes reward strategy and procedures as the intentional utilization of the pay system as a crucial integrating mechanism.

**Test of Hypothesis**

The third study hypothesis was that there was a significant effect of motivation management procedures on teacher performance in primary schools in Masaba subcounty in Busia district. To determine the degree of the effect, a Pearson’s correlation coefficient analysis was run as follows:

**Table 4.12 Correlation Matrix**

|                       |                     | Motivation management | Teacher performance |
|-----------------------|---------------------|-----------------------|---------------------|
| Motivation management | Pearson Correlation | 1                     | .455**              |
|                       | Sig. (2-tailed)     |                       | .000                |
|                       | N                   | 137                   | 137                 |
| Teacher performance   | Pearson Correlation | .455**                | 1                   |
|                       | Sig. (2-tailed)     | .000                  |                     |
|                       | N                   | 137                   | 137                 |

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

**Source:** Primary data (2024)

A coefficient of .455\*\* was generated implying a significant positive effect between motivation management procedures and teacher performance. It means that motivation management procedures have much effect on and teacher performance. The researcher therefore, accepts the hypothesis that there is a significant effect of motivation management procedures on teacher performance.

Further, a regression analysis was run in order to predict the strength of the relationship and show how much of the variance in teacher performance would be caused by motivation management procedures as shown in the table below:

**Table.4.13 Model Summary**

| Mode | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|-------------------|----------|-------------------|----------------------------|
| 1    | .455 <sup>a</sup> | .207     | .193              | .318                       |

a. Predictors: (Constant), motivation management procedures

**Source:** Primary data (2024).

The coefficient of determination (Adjusted R<sup>2</sup>) .193 implies that motivation management procedures explain the variance in teacher performance by 19.3%. The above views are consistent with the research/ alternative hypothesis. Hence the researcher upholds the research hypothesis that there was a positive effect of motivation management procedures on teacher performance. This means if there is a good motivation management procedure, teacher performance will be better.

#### 4.4 Presentation of findings on Dependent Variable

##### 4.4 Teacher Performance

The respondents were requested to provide their views on some statements and the findings are as follows:

**Table 4.14 Summary of responses in percentages**

|    | Questionnaire statement                                 | SD  | D    | NS  | A    | SA   |
|----|---|-----|------|-----|------|------|
| 1. | Teachers put extra efforts in their work at this school | 0.7 | 10.2 | 4.4 | 62.8 | 21.9 |
| 2. | Teachers mark and submit students' results in time      | -   | 10.2 | 1.5 | 45.0 | 43.3 |

|     |  |      |      |      |      |      |
|-----|--|------|------|------|------|------|
| 3.  | Teachers complete the tasks assigned on time                         | -    | 0.7  | 1.5  | 59.9 | 38.0 |
| 4.  | Teachers increase workload willingly                                 | -    | 42.3 | 1.5  | 56.2 |      |
| 5.  | Teachers' attendance rate is high                                    | 11.7 | 19.7 | 21.9 | 38.0 | 8.8  |
| 6.  | Teachers engage in outdoor activities                                | 10.2 | 29.9 | 10.9 | 43.8 | 5.1  |
| 7.  | Teachers work under minimum supervision                              | 3.6  | 21.2 | 11.7 | 56.9 | 6.6  |
| 8.  | Teachers keep records well   | 2.9  | 30.7 | 10.9 | 40.9 | 14.6 |
| 9.  | Teachers have schemes of work and lesson plans in place              | 2.9  | 25.5 | 11.7 | 28.5 | 31.4 |
| 10. | Teachers accept and undertake delegated tasks from the head teachers | 2.9  | 28.5 | 5.8  | 62.8 | -    |

**Source:** Primary data (2024)

The respondents were requested to state whether teachers put extra efforts in their work at the schools and the finding revealed that 84.7% were in agreement as 10.9% objected. The implication is that the majority of the teachers put extra efforts in their work at the schools in Busia district.

Whether they teachers marked and submitted students' results in time, majority (88.3%) were in acceptance as 10.2% objected and 1.5% was not sure suggesting that most of the teachers mark and submit students' results in time.

About whether the teachers completed the tasks assigned on time, 97.9% of the respondents were in agreement meaning most of the teachers in secondary schools in Busia district complete the tasks assigned on time.

When asked whether the teachers increased their workloads willingly, 56.2% of the respondents were in agreement as 42.3% disagreed suggesting that few teachers increase their workload willingly.

When asked whether teachers' attendance rate was high, there was a differing position as 46.8% were in agreement, 31.4% in disagreement and 21.9% not sure. The implication of the above finding is that teachers' attendance rate is not very high.

On the statement whether teachers engaged in outdoor activities the respondents had a differing position as 48.9% were in agreement and 40.9% were in disagreement as 10.8% were not sure. The implication not all teachers engage in outdoor activities in secondary schools in Busia district.

On the view whether the teachers worked under minimum supervision, 63.5% were in agreement as 24.8% were in disagreement suggesting that most teachers work under minimum supervision.

As to whether the teachers kept records well, 55.5% of the respondents were in agreement as 33.6% objected depicting that not all the teachers keep records well.

When asked whether teachers had schemes of work and lesson plans in place, 59.9% of the respondents were in agreement as 28.5% were in disagreements suggesting not all of the teachers have schemes of work and lesson plans in place.

About whether teachers accepted and undertook delegated tasks from the head teachers, 62.8% of the respondents agreed as 31.4% were in disagreement implying not all the teachers accept and undertake delegated tasks from the head teachers.

Therefore, the above findings imply that the level of teacher performance in secondary schools in Busia district was very moderate among.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study investigated the influence of motivation on teacher performance in selected primary schools in Masaba subcounty in Busia district. The objectives of the study were to find out the effect of monetary motivation, non-monetary motivation and motivation management procedures on teacher performance. This chapter contains the summary of findings, conclusions and the recommendations of the study based on findings in chapter four.

#### **5.1 Summary of key findings.**

##### **5.1.1 Monetary motivation and teacher performance**

The first objective of the study was to examine the influence of monetary motivation on the Performance of teachers of primary schools in Masaba subcounty in Busia district. The major findings were that though not all, the secondary schools in Busia district provided teachers with some bonuses, not all teachers' salary enhancement was done timely, most schools in Busia district did not provide treatment allowance to teachers, few teachers were paid travel allowances, not all the primary schools in Masaba subcounty in Busia district give the teachers extra allowances and not all the secondary schools in Busia district increase the teachers' allowances every financial year.

##### **5.1.1 Non-monetary motivation and teacher performance**

The study sought to establish the influence of non-monetary motivation on the performance of teachers of primary schools in Masaba subcounty in Busia district. The key findings were that words of thanks/ verbal appreciation was one of the approaches used to recognize good performance in

most secondary schools, written thank you notes were not given to most staff on good performance, most secondary schools in Busia district did not celebrate the success of the performance of their teachers in a party, majority of the teachers in secondary schools in Busia district had not been offered training opportunity by their school to enhance their performances, most primary schools in Masaba subcounty in Busia district did not organize short trainings, seminars, and workshops to enhance staff performance, most teachers faced physical, emotional and psychological harassment at their work environment and most of the teachers faced discrimination in their working environment.

### **5.1.3 Motivation management procedures and teacher performance**

The study also sought to establish the influence of motivation management procedures on the performance of teachers of primary schools in Masaba subcounty in Busia district. The key findings were that not all primary schools in Masaba subcounty in Busia district have policies in place to guide management of motivation, the motivation policy issue was not made known to the most of teachers of the schools, there was some inequality across motivation in the schools, motivation policy was less participatorily developed, there was limited transparency by the motivation management committees, to some extent, the motivations committee was influenced by management in the motivation processes, a good number of the teachers in the schools were highly motivated and the motivation policy was not highly embraced by all the staff in secondary schools in Busia district.

## **5.2 Conclusion**

### **5.2.1 Monetary motivation and teacher performance**

Since the monetary motivation showed a positive and significant relationship with teacher performance (.471\*\*), it was concluded that, the monetary motivation has a direct relationship with monetary motivation. Therefore, in harnessing the teacher performance, the monetary motivation must be considered.

### **5.4.2 Non-monetary motivation and teacher performance**

The study found out a significant positive relationship between the non-monetary motivation and teacher performance (657\*\*). Therefore, it was concluded that, the non-monetary motivation has a

direct relationship with teacher performance in the sense that if the non-monetary motivation is improved, the teacher performance will be much better.

### **5.2.3 Motivation management procedures and teacher performance**

Since the motivation management procedures also showed a significant positive relationship with teacher performance (.455\*\*), it was concluded that, the motivation management procedures have a direct relationship with teacher performance. Therefore, in harnessing the teacher performance, the motivation management procedures must be considered.

## **5.3 Recommendations**

Basing on the findings, decisions and conclusions, the following recommendations were made:

The head teachers in collaboration with the ministry of education should enhance the teachers' salaries timely so that the staff is motivated to perform better.

There is also need for the schools to offer training opportunities to the teachers so as to enhance their performances since it was a major finding of this study.

Another study should be carried out on the influence of other factors other than the above on teacher performance such as school, teacher and student factors.

The school authorities should create a good working environment without harassment and discrimination so that the staff can commit to work.

There is also need for more staff involvement in decisions affecting their motivation so as to harness commitment from them.

The school authorities should ensure that the staff is rewarded adequately in order to devote commitment to their work.

There is also need to improve in staff recognition programs so that the staff feels valued by the schools.

## **5.4 Suggestions for further research**

1. More studies should be carried out on the influence of other factors other than the above on teacher performance such as school, teacher and student factors.
2. A similar study needs to be carried out in another district in the West Nile to cross check if the situations are the same.

## REFERENCES

- Axelsson, A., & Bokedal, S. (2009). Reward systems – Motivating different generations (A case study of Volvo Cars Corporation). *University Od Gothenburg, School of Business, Economics and Law*, 1–45.
- Axelsson, A., & Bokedal, S. (2009). Reward systems – Motivating different generations (A case study of Volvo Cars Corporation). *University Od Gothenburg, School of Business, Economics and Law*, 1–45.
- Christopher, F., Moses, N., Muhindo, M. E., & Muhammad, M. (2022). *Rewards and Teacher Performance in an Organization: A Case Study of African College of Commerce and Technology in South Western Uganda*. <https://www.researchgate.net/publication/361101518>.
- Christopher, F., Moses, N., Muhindo, M. E., & Muhammad, M. (2022). *Rewards and Teacher Performance in an Organization: A Case Study of African College of Commerce and Technology in South Western Uganda*. <https://www.researchgate.net/publication/361101518>.
- Emurugat, I., & Gaito, S. S. (n.d.). *Level of Teachers' Motivation and learners' performance in Primary Schools in Kayunga District, Uganda* (Vol. 8).
- Emurugat, I., & Gaito, S. S. (n.d.). *Level of Teachers' Motivation and learners' performance in Primary Schools in Kayunga District, Uganda* (Vol. 8).

Fadeyi, O., & Oke, A. (2015). *Impact of Organizational Structure on Organizational Performance*. <https://www.researchgate.net/publication/291336611>.

Fadeyi, O., & Oke, A. (2015). *Impact of Organizational Structure on Organizational Performance*. <https://www.researchgate.net/publication/291336611>.

Furtado, F., Aquino, G., & Meira, S. (2012). Improving Organizational Performance Through Reward Systems. *Business Dynamics in the ...*, 1999, 1–28.

Furtado, F., Aquino, G., & Meira, S. (2012). Improving Organizational Performance Through Reward Systems. *Business Dynamics in the ...*, 1999, 1–28.

Kilimo, D., Namusonge, G. S., Makokha, E. N., & Nyagechi, A. K. (2016). Determinants of Intrinsic and Extrinsic Rewards on Teacher Performance in Kapsara Tea Factory Company Trans Nzoia County Kenya. *International Journal of Academic Research in Business and Social Sciences*, 6(10). <https://doi.org/10.6007/ijarbss/v6-i10/2363>.

Kilimo, D., Namusonge, G. S., Makokha, E. N., & Nyagechi, A. K. (2016). Determinants of Intrinsic and Extrinsic Rewards on Teacher Performance in Kapsara Tea Factory Company Trans Nzoia County Kenya. *International Journal of Academic Research in Business and Social Sciences*, 6(10). <https://doi.org/10.6007/ijarbss/v6-i10/2363>.

Marodin, G. A., Tortorella, G., Saurin, T. A., & Marcon, E. (2023). Shop floor performance feedback, teacher 's motivation and engagement: study of a beverage distribution company. *Management Decision*, 61(6), 1535–1553. <https://doi.org/10.1108/MD-03-2022-0271>.

Marodin, G. A., Tortorella, G., Saurin, T. A., & Marcon, E. (2023). Shop floor performance feedback, teacher 's motivation and engagement: study of a beverage distribution company. *Management Decision*, 61(6), 1535–1553. <https://doi.org/10.1108/MD-03-2022-0271>.

Mudey, M. A. (2019). *REWARD MANAGEMENT AND TEACHERS' PERFORMANCE IN PRIVATE UNIVERSITIES IN MOGADISHU, SOMALIA*.

Mudey, M. A. (2019). *REWARD MANAGEMENT AND TEACHERS' PERFORMANCE IN PRIVATE UNIVERSITIES IN MOGADISHU, SOMALIA*.

Murphy, B. (2015). *Dublin Business School in association with Liverpool John Moore's Title: The impact of reward systems on teacher performance A thesis submitted to Dublin Business School in partial fulfilment of the requirements for Masters of Business Administration.* May.

Murphy, B. (2015). *Dublin Business School in association with Liverpool John Moore's Title: The impact of reward systems on teacher performance A thesis submitted to Dublin Business School in partial fulfilment of the requirements for Masters of Business Administration.* May.

Nguyen, H. D., Chau, T. N., & Huynh, Q. V. T. (2023). The impact of team support, financial incentives and public sector motivation on teacher motivation: an empirical study of the public sector in Vietnam. *Asia-Pacific Journal of Business Administration*. <https://doi.org/10.1108/APJBA-09-2021-0460>.

Nguyen, H. D., Chau, T. N., & Huynh, Q. V. T. (2023). The impact of team support, financial incentives and public sector motivation on teacher motivation: an empirical study of the public sector in Vietnam. *Asia-Pacific Journal of Business Administration*. <https://doi.org/10.1108/APJBA-09-2021-0460>.

Pang, K., & Lu, C. S. (2018). Organizational motivation, teacher job satisfaction and organizational performance: An empirical study of container shipping companies in Taiwan. *Maritime Business Review*, 3(1), 36–52. <https://doi.org/10.1108/MABR-03-2018-0007>.

Pang, K., & Lu, C. S. (2018). Organizational motivation, teacher job satisfaction and organizational performance: An empirical study of container shipping companies in Taiwan. *Maritime Business Review*, 3(1), 36–52. <https://doi.org/10.1108/MABR-03-2018-0007>.

Teddy, A., & Ritah, N. (2022). Motivation and Performance of Teachers in Private Secondary Schools in Lwengo District, Uganda. In *International Journal of Academic and Applied Research* (Vol. 6). <https://www.researchgate.net/publication/360607668>.

Trestiza Comighud, S. M., & Arevalo, M. J. (2020). Motivation In Relation To Teachers' Performance. *International Journal of Scientific and Research Publications (IJSRP)*, 10(4), p10071. <https://doi.org/10.29322/ijsrp.10.04.2020.p10071>.

Trestiza Comighud, S. M., & Arevalo, M. J. (2020). Motivation In Relation To Teachers' Performance. *International Journal of Scientific and Research Publications (IJSRP)*, 10(4), p10071. <https://doi.org/10.29322/ij srp.10.04.2020.p10071>.

Uzkurt, C., Ceyhan, S., Ekmekcioglu, E. B., & Akpınar, M. T. (2023). Government support, teacher motivation and job performance in the COVID-19 times: evidence from Turkish SMEs during the short work period. *International Journal of Emerging Markets*. <https://doi.org/10.1108/IJOEM-04-2022-0689>.

Watt, H. M. G., Richardson, P. W., & Smith, K. (2013). *Global perspectives on teacher motivation*. <https://www.researchgate.net/publication/318921490>.

Yousaf, S., Latif, M., Aslam, S., & Saddiqui, A. (2014). Impact of Financial and non-Financial Rewards on Teacher Motivation. *Middle-East Journal of Scientific Research*, 21(10), 1776–1786. <https://doi.org/10.5829/idosi.mejsr.2014.21.10.21756>

## **APPENDIX 1**

### **QUESTIONNAIRE**

#### **Dear Respondent:**

I am Wafula Arone Edward, a student of Uganda Martyrs (UMU) pursuing Bachelor of Education (Primary) of Busitema University. I am collecting data for my research as a partial fulfillment of the requirements for the award of Bachelor of Education (Primary). The cardinal aim of the research is to establish the relationship between motivation and teacher performance in selected primary Schools in Masaba subcounty in Busia District. With respect, you have been identified as a key respondent to avail accurate data for the study. This research is purely academic and the data you provide will be treated with utmost confidentiality. The measures of the variables on the questionnaire are presented on a Likert scale of 5-1; where 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree. Please, kindly spare approximately 10 – 15 minutes to answer the following research questions and provide information according to the instructions (statements) provided in the questionnaire:

**(TICK OR CIRCLE WHERE APPROPRIATE IN THE CORRESPONDING BOXES)**

**SECTION A:**

**DEMOGRAPHIC INFORMATION/CHARACTERISTICS**

|   |                         |     |                  |     |                               |     |            |
|---|-------------------------|-----|------------------|-----|-------------------------------|-----|------------|
| 1 | Gender                  | (a) | Male             | (b) | Female                        |     |            |
| 2 | Age                     | (a) | 18 – 20          | (c) | 26 – 30                       | (e) | 36 – 40    |
|   |                         | (b) | 21 – 25          | (d) | 31 – 35                       | (f) | 41 & above |
| 3 | Highest Education Level | (a) | Diploma          | (d) | Masters                       |     |            |
|   |                         | (b) | Bachelor         | (e) | Any other (specify):<br>_____ |     |            |
|   |                         | (c) | Postgraduate     |     |                               |     |            |
| 4 | Experience in teaching  | (a) | Less than 1 year | (b) | 1 – 5 years                   |     |            |
|   |                         | (c) | 6 – 10 years     | (d) | 11 & above                    |     |            |

**SECTION B:**

**MONETARY MOTIVATION TO TEACHERS OF SECONDARY SCHOOLS IN BUSIA**

**DIST**

*To what extent do you agree with these statements about financial rewards to teachers?*

| SN | <u>STATEMENTS</u>   | SD | D | NS | A | SA |
|----|---|----|---|----|---|----|
|    |   | 1  | 2 | 3  | 4 | 5  |
| 1  | The school provides teachers with bonuses                   | 1  | 2 | 3  | 4 | 5  |
| 2  | The school compensates for the extra time spent on teaching | 1  | 2 | 3  | 4 | 5  |
| 3  | The salary enhancement of teachers is done timely           | 1  | 2 | 3  | 4 | 5  |
| 4  | The school provides salary advances to teachers             | 1  | 2 | 3  | 4 | 5  |
| 5  | The school provides treatment allowance to teachers         | 1  | 2 | 3  | 4 | 5  |
| 6  | The teachers are given housing and/or allowance monthly     | 1  | 2 | 3  | 4 | 5  |

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 7  | Our school gives financial rewards.                | 1 | 2 | 3 | 4 | 5 |
| 8  | Teachers are paid travel allowances                | 1 | 2 | 3 | 4 | 5 |
| 9  | Teachers are given extra allowances                | 1 | 2 | 3 | 4 | 5 |
| 10 | Teachers' allowances increase every financial year | 1 | 2 | 3 | 4 | 5 |

**SECTION C:**

**NON-MONETARY MOTIVATION TO TEACHERS OF PRIMARY SCHOOLS IN  
MASABA SUBCOUNTY INBUSIA**

*To what extent do you agree with these statements about delegation of authority in your school?*

| SN | <u>STATEMENTS</u>  | SD | D | NS | A | SA |
|----|--|----|---|----|---|----|
|    |  | 1  | 2 | 3  | 4 | 5  |
| 1  | Word of thanks/ Verbal appreciation is one of the approaches used to recognize good performance in the school.       | 1  | 2 | 3  | 4 | 5  |
| 2  | Written thank you notes are given to staff on good performance.  | 1  | 2 | 3  | 4 | 5  |
| 3  | Certificate of recognition for outstanding performance is present to appreciate outstanding performance of teachers. | 1  | 2 | 3  | 4 | 5  |
| 4  | We celebrate the success of the performance of our teachers in a party.  | 1  | 2 | 3  | 4 | 5  |
| 5  | I have been offered training opportunity by the school to enhance my performance                                     | 1  | 2 | 3  | 4 | 5  |
| 6  | Short training, seminars, and workshops are regularly organized to enhance our performance                           | 1  | 2 | 3  | 4 | 5  |
| 7  | You enjoy the environment in which you perform your duties   | 1  | 2 | 3  | 4 | 5  |
| 8  | You appreciate the physical attributes of your work area   | 1  | 2 | 3  | 4 | 5  |
| 9  | Your work environment is free of physical emotional and psychological harassment.                                    | 1  | 2 | 3  | 4 | 5  |
| 10 | Your environment is free of discrimination   | 1  | 2 | 3  | 4 | 5  |

**SECTION D:****MOTIVATION MANAGEMENT STRATEGIES FOR PRIMARY SCHOOLS IN  
MASABA SUBCOUNTY INBUSIA***To what extent do you agree with these statements about teachers in your school?*

| SN | <u>STATEMENTS</u>   | SD | D | NS | A | SA |
|----|---|----|---|----|---|----|
|    |   | 1  | 2 | 3  | 4 | 5  |
| 1  | The school has a policy in place to guide management of motivation                    | 1  | 2 | 3  | 4 | 5  |
| 2  | The motivation policy is made known to the teachers of the school                     | 1  | 2 | 3  | 4 | 5  |
| 3  | The motivation is equitably applied to all the teachers of the school                 | 1  | 2 | 3  | 4 | 5  |
| 4  | The motivation policy was participatorily developed with the teachers' involvement    | 1  | 2 | 3  | 4 | 5  |
| 5  | The school has a motivation management committee in place                             | 1  | 2 | 3  | 4 | 5  |
| 6  | The motivation the committee manages the motivation processes transparently           | 1  | 2 | 3  | 4 | 5  |
| 7  | The motivations committee is not influenced by management in the motivation processes | 1  | 2 | 3  | 4 | 5  |
| 8  | The committee handles motivations timely  | 1  | 2 | 3  | 4 | 5  |
| 9  | The teachers in our school are highly motivated                                       | 1  | 2 | 3  | 4 | 5  |
| 10 | The motivation policy is highly embraced by all the staff                             | 1  | 2 | 3  | 4 | 5  |

**SECTION E:****PERFORMANCE OF TEACHERS IN PRIMARY SCHOOLS IN MASABA  
SUBCOUNTY INBUSIA***To what extent do you agree with these statements about the performance of teachers in your school?*

| SN | <u>STATEMENTS</u> | SD | D | NS | A | SA |
|----|-------------------|----|---|----|---|----|
|----|-------------------|----|---|----|---|----|

|    |   | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers put extra efforts in their work at this school             | 1 | 2 | 3 | 4 | 5 |
| 2  | Teachers mark and submit students' results in time                  | 1 | 2 | 3 | 4 | 5 |
| 3  | Teachers complete the tasks assigned on time                        | 1 | 2 | 3 | 4 | 5 |
| 4  | Teachers increase workload willingly                                | 1 | 2 | 3 | 4 | 5 |
| 5  | Teachers' attendance rate is high                                   | 1 | 2 | 3 | 4 | 5 |
| 6  | Teachers engage in outdoor activities                               | 1 | 2 | 3 | 4 | 5 |
| 7  | Teachers work under minimum supervision                             | 1 | 2 | 3 | 4 | 5 |
| 8  | Teachers keep records well  | 1 | 2 | 3 | 4 | 5 |
| 9  | Teachers have schemes of work and lesson plans in place             | 1 | 2 | 3 | 4 | 5 |
| 10 | Teachers accept and undertake delegated tasks from the headteachers |   |   |   |   |   |

**THANK YOU FOR YOUR TIME**

**APPENDIX 11**

**INTERVIEW GUIDE FOR THE KEY INFORMANTS**

- a. Title .....
- b. Experience.....
- c. In what ways does monetary motivation influence the Performance of teachers of secondary schools in Busia District?  
.....
- d. In your opinion, does non-monetary motivation influence the Performance of teachers of primary schools in Masaba subcounty inBusia District?  
.....
- e. If so, in what ways?  
.....
- f. Are there motivation management procedures in place in the primary schools in Masaba subcounty inBusia District?  
.....
- g. If so, how does the motivation management procedure influence the performance of teachers of primary schools in Masaba subcounty inBusia District?  
.....
- h. Any other views?  
.....

**Thank you**