

**THE EFFECT OF STAFF MOTIVATION ON PUPILS' ACADEMIC
PERFORMANCE IN EASTERN DIVISION, TORORO MUNICIPALITY -
UGANDA**

BY

OKOTH BENARD

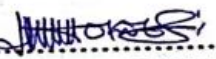
BU/UP/2022/0299

**A RESEARCH PROJECT SUBMITTED TO THE FACULTY OF
SCIENCE AND EDUCATION IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR
OF EDUCATION PRIMARY OF
BUSITEMA UNIVERSITY**

SEPTEMBER, 20224

DECLARATION

I, **OKOTH BENARD**, hereby declare that this research report is my original work and has never been submitted to any Institution of learning for any academic award.

Signature: 
.....
OKOTH BENARD

Date: 24 | 9 | 2024

APPROVAL

This research project has been done under my supervision and is ready for submission for the examination with my approval.



Signature:
MR. IMAI JULIUS ONYAPIDI
SUPERVISOR

Date: 28th / 09 / 2024

DEDICATION

This research is dedicated to my beloved children; Achola Patricia, Okello Valentine and Okoth Benard Joshua. May the Lord open your ways to advance to the greater academic heights.

ACKNOWLEDGEMENT

I am grateful to God for the gift of life, sound health and great friends who supported me throughout the courses of my studies.

First, I sincerely wish to thank my beloved wife Kakayi Scovia; for the love and support both financially and spiritually.. To my supervisor I honestly extend my appreciation for your professional and academic guidance during the course of undertaking this research. Thank you for your open-ended endurance.

I am indebted to my lecturers, or their persistent guidance and encouragement. Further, I am so grateful to my classmates for their comfort and assistance both material and non-material. I want to thank my family that missed my expected contribution on occasions when I was needed, for their patience and endurance.

Lastly, I wish to thank all the respondents to my study whose positive cooperation enabled me complete this research project. May the Mighty God reward you all abundantly!

Table of Contents

DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	ix
ABBREVIATIONS	x
CHAPTER ONE	1
1.0. Overview	1
1.1. Background	1
1.1.1. Historical Perspective	1
1.1.2. Conceptual Perspective	3
1.1.3. Theoretical Perspective	4
1.1.4. Contextual Perspective	5
1.2. Statement of the problem	6
1.3. Purpose of the Study	6
1.4. General Objectives	7
1.5. Specific objectives	7
1.6. Research Questions	7
1.7. Conceptual Framework	8
1.8. Scope of the study	9
1.9. Significance of the study	9
CHAPTER TWO	10
2.0. Introduction	10
2.1. Theoretical Perspective	10
2.1.1. Behaviorist theories	10
2.1.2. Walberg Theory of Educational Productivity	10
2.2. Level of Staff motivation among primary school Staffs and pupils academic performance	11
2.2.1. Curiosity	11
2.2.2. Power	11
2.2.3. Social interactions	11
2.2.4. Social Status	12

2.2.5.	Monetary award	12
2.2.6.	Prompt Payment of Salary and Allowances	12
2.3.	Level of academic Performance of primary learners in school	13
2.3.1.	Classroom Size.....	13
2.3.2.	Learners’ Attitudes and Behaviors.....	13
2.3.3.	Staff Quality.....	14
2.3.4.	Staffs’ Years of Experience	14
2.3.5.	School quality and socio-economic and cultural issues	14
2.3.6.	The availability and use of teaching and learning materials.....	15
2.4.	Relationship between motivation and academic performance of pupils in Primary Schools.....	15
2.5.	Motivation and Pupils Performance in Primary schools	16
2.5.1.	Staffs with low motivation may repeatedly arrive late or not at all.	17
2.5.2.	Status of Teaching.....	17
2.5.3.	Professional Conditions of Teaching	17
2.6.	Gender equity and pupils’ academic performance.....	18
2.7.	Research Gap	18
CHAPTER THREE		20
3.0.	Introduction.....	20
3.1.	Study Design.....	20
3.2.	Population of the study	20
3.3.	Sampling Techniques.....	21
3.4.	Instruments of Data Collection.....	21
3.4.1.	Questionnaires.....	21
3.4.1	Interview Guide.....	22
3.5.	Validity and Reliability of Instruments	22
3.5.1.	Validity.....	22
3.5.2.	Reliability.....	22
3.6.	Data Collection	23
3.7.	Data Analysis.....	23
3.8.	Ethical Consideration	24
3.9.	Limitation of the study.	24
CHAPTER FOUR.....		25

4.0.Introduction	25
4.1. Age of respondents.....	26
4.2. Gender of respondents.....	26
4.3. Marital Status.....	26
4.4. Academic qualification	27
4.5. Work experience of respondents.....	27
4.6. Number of promotions.....	27
4.7. Extrinsic motivation.....	27
4.8. Opportunities for professional growth.....	29
4.9.Remuneration factors.....	29
4.10. Working conditions.....	29
4.11. Intrinsic	30
4.12. Level of academic performance in Eastern Division in Busa Municipality.....	31
4.13. Pupils accurately follow Staffs' instructions (ACP4).....	33
4.14. Relationship between motivation and academic performance/Hypotheses testing.....	35
4.15 Hypotheses (H@): There is no significant statistical relationship between intrinsic motivation and academic performance.....	36
CHAPTER FIVE	37
5.0. Introduction	37
5.1. Discussion of findings.....	37
5.2. Recommendation.....	40
5.3. Areas for further research.....	41
REFERENCES	42
Appendix 1	46
Appendix 2	47
Appendix 3:	48

ABSTRACT

The purpose of the study was to investigate the relationship between primary Staffs' motivation and academic performance among pupils in Tororo Municipality, Hypothesis was tested: H1: There is positive relationship between Staffs' motivation and academic performance in Tororo Municipality. A sample size of 374 respondents was used including Staffs, directors of studies, and head Staffs. Data was analysed variously: Chi square test of significant level of $P < 0.01$ was used to test for Academic performance, mean, Confidence interval and standard deviation of establish actors of motivation, Pearson correlation to establish the relationship between motivation and academic performance. Results of the first objective showed that Staffs in Primary schools in Tororo Municipality are adequately motivated through Extrinsic factors and Intrinsic factors. The results of the second objective showed pupils inherent characteristics influence their academic performance in primary schools behaviour of pupils. Pupil high speed learning, pupils' ability to recall lesson learnt. The third objective showed that: Staff's motivation can explain the performance by 25% at $P < 0.05$. The study concluded that major improvement in Staff's motivational factors will ultimately result in improvement in performance in primary schools in Tororo Municipality.

Recommendations were made to government, society and research community to guarantee quality outputs; it must be serviced with appropriate trained and motivated teaching staff and adequate supplied facilities and equipments, timely payments of Staffs' salaries, allowances and promotions.

ABBREVIATIONS

HIV	Human Immune Virus
KCSE	Kenya Certificate of Secondary Education
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
PTA	Parents Staffs Association
SDT	Self Determination Committees
SMCs	School Management Committee
SRS	Simple Random Sampling
UNESCO	United Nations Education Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.0.Overview

This project sought for the effect of Staff Motivation and Pupils' Academic Performance in selected Primary schools in Tororo Municipality.

This section presents the background to the study, statement of the problem, general objective, specific objectives, research questions, and scope of the study, statement of the problem, general objective, specific objectives, and research questions, scope of the study and significance of the study among others.

1.1.Background

The Background is subdivided into four, Historical, Contextual, Conceptual and Theoretical perspectives.

1.1.1. Historical Perspective

Historically, academic performance was first connected to physical activity way back in the 1950s and 1960s, when researchers in the United States of America wanted to establish the relationship between physical activity and academic performance. Research shows that initially, academic performance was based on grading scales and tests that varied by Staff and were more subjective than standardized academic assessments typically used in the research today. Today's understanding of academic performance is characterized by refined and improved protocols allowing for non-accurate comparisons of results across classrooms and schools (Troost& Johnson, 2009).

Edward, Margaret, Wang, & Walberg (1986) emphasize that academic performance individuals and societies, as well as psychological and educational research in various perspectives. In addition, an early synthesis of existing research on the educational effects of the time such as investigations of predictors of academic achievement in some of the large scale academic achievement assessment studies such as Program for International Student Assessment, PISA show that it still influences current research. Edward, etal (1986) highlight the relevance of

research syntheses such as reviews and meta-analyses as an initial point for the improvement of educational processes.

Large-scale scholastic achievement assessments such as PISA (OECD) 2010) investigated predictors of academic achievement on an international level. The studies have increased the amount of attention paid to the role of family background and the educational system in the development of individual performance. The quality of teaching, in particular, has been emphasized as a predictor of student achievement. Altogether, there are valuable cross sectional studies investigating many predictors of academic achievement. A further focus in educational research has been placed on tertiary educational research. Richardson, et al 2010 subsumes the individual correlates of university students' performance.

Pupils with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness linked to effort and achievement motivation tend to achieve highly in academic settings (Stumm, Sophie, Hell & Premuzic, 2011). A recent analysis suggested that mental curiosity as measured by typical intellectual engagement has an important influence on academic achievement in addition to intelligence and conscientiousness. A similar study also revealed that children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement (Bossaert, Doumen, Buyse & Verschueren, 2011).

In developed societies, academic performance plays a significant role in every person's life. One of the ways is that Academic achievement is measured by Grade Point Average or standardized assessments designed for selection purpose such as the Scholastic Assessment Test to determine whether a learner has an opportunity to continue his or her education in a university. In other words, academic performance defines whether one can go for higher education, based on the educational points one attains, and influences one's vocational career after education, besides, academic achievement brings about the wealth of a nation and its prosperity (Myrberg & Monica, 2001).

However, as research goes on expanding in the public and online discourse, Staff motivation is not largely tackled in relation to academic performance especially in Rural Municipalities of

Uganda. Most publications tease academic performance in relation to Parental marital status, socioeconomic status of parents, school performance, government facilitation, community factors, among other issues (Hanushek, Kain & Rivkin, 2008).

According to Omotere, Yinger & Danielson (2012), in Africa, countries such as Mozambique, South Africa and Nigeria express serious concerns about the effect of Staff motivation on academic performance. This is because the standard of education is gradually lowering, which UNESCO attributes to Staff motivation in rural schools.

The researcher therefore believes that with rise of these concerns about Academic performance as attributed to Staff motivation, it is important to conduct a study to find out whether the relationship exists between Staff motivation and Academic performance.

In Uganda, majority of the schools that perform well in academics are found in urban areas courtesy of the given circumstances such as incentives, pay packages, leadership styles and the obtaining conditions of the workplace, which are hereby referred to as motivational (OECD, 2010).

The fact that education is important development phenomenon studies on motivation and academic performance are historical and will continue to prevail as an asset to enable public and private sector make policies on the working conditions of Staffs for the good academic standards and contribute to the development of the Country.

1.1.2. Conceptual Perspective

This section is associated with the variables that form the study indicating the independent and dependent variables. For this particular study, motivation is the independent variable and performance is the dependent variable.

Academic performance: Academic performance refers to a measure of how much a pupil has understood in the classroom ensured through giving tests, quizzes, mental work, examinations and homework (Bossart, Doumen & Verschueren, 2011). In this study, academic performance basically means achievement in primary Leaving Examinations (P.L.E).

Motivation is a theoretical construct used to explain behavior. It gives the reason for people's actions, desires and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Elliot, Andrew & Convington 2001). Motivation is broken down into intrinsic and extrinsic motivation. Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation (Ryan & Deci, 2000).

Primary School: A school is an institution designed to provide learning spaces and learning environments for the teaching or pupils under the direction of Staffs. Most countries have systems of formal education, which is commonly compulsory, Studies show that learners progress through a series of schools and the names for these schools vary by country but generally include primary school for young children (Great Atlantic and Pacific School Conspiracy, 2013).

Staff Motivation means driving force for Staffs to continue or start and sustain good performance. It can be reflected through good payments, provision of staff houses, allowances, gifts, encouraging remarks, good leadership, medical care and promotions.

1.1.3. Theoretical Perspective

Behaviorist theories

While many theories on motivation have a mentalist perspective, behaviorists focus only on observable behavior and theories founded on experimental evidence. In the view of behaviorism, motivation is understood as a question about what cause, prevent, or withhold various behaviors, while the question of, for instance, conscious motives would be ignored (Bennell & Akyeampong, 2007). Where others would speculate about such things as values, drives or needs, that may not be observed directly, behaviorists are interested in the observable variables that affect the type, intensity, frequency and duration of observable behavior. Through the basic research of such scientists as Pavlov, Watson and Skinner, several basic mechanisms that govern behavior have been identified (Lockheed, 1991).

Walberg Theory of Educational Productivity

The Walberg Theory of Educational Productivity advanced by Walberg in 1981 was used to measure academic performance (Kevin, 2008). The theory states that good academic performance is based on the social, behavioral, motivational, affective, cognitive and metacognitive behaviors of learners. According to this theory, learners who become more self-aware and confident regarding their learning abilities, more motivated, set learning goals, and self-regulated perform well in class, (Kevin, 2008) This theory is important to the study as articulates that learners have different social, behavioral, motivational, affective, cognitive and meta cognitive behaviors and for a Staff to handle them well, he or she must have specific attitudes to ensure that these behaviors are tamed and the child understand content in classroom.

1.1.4. Contextual Perspective

The study looked at the Staffs' Motivation and Academic Performance of Primary schools Pupils in Eastern Division, Tororo Municipality highlighted the performance in mathematics and the strategies for improvement. The category of the school, government education policy and Staffs' motivation are believed to have a significant contributory effect on the academic performance among upper primary in primary schools' pupils in Eastern Division Tororo Municipality.

In fact, due to poor Staff motivation, the municipality lacks competent Staffs to effectively handle subjects like Mathematics and Science thus many schools depend on licensed or unqualified Staffs. In addition, for five consecutive years 2018,2019,2020,2022 and 2023 and the performance has been dropping as illustrated in Table 1.1.

Table 1.1: Performance of Primary Schools in Eastern Division from Municipality (2019 – 2023)

Year	Number of Pupils	Grade A	Grade B	Grade C	Failures
2018	2372	58	795	575	944
2019	2617	83	1085	604	845
2020	2849	80	1091	734	944
2022	3086	110	1122	879	975
2023	3217	77	1001	984	1155
Total		408	5094	3776	4863

Source: Education Office – 2023

As reflected in the table above, the number of pupil failures is significantly alarming. The government has always tried its best to see that academic performance becomes better in Tororo Municipality by supporting the construction of more classroom blocks in partnership with the NGOs, initiating policies such as UPE and the Thematic Curriculum, among others. However, if the trend of academic performance continues to worsen, then the most obvious phenomenon to explain this is Staff motivation. Being in an Urban area and easy to reach Tororo Municipality benefits from competent Staffs to accept to be transferred to the Municipality from other schools. Infrastructure development could also be another factor which attracts the Staffs to move to Eastern division in Tororo Municipality. Most of the Urban roads and schools are in good shape and very good to work in.

However, remuneration problems, lack of transport and other allowances, no staff housing and lack of electricity in some of the primary schools justify the 50% escalating poor academic performance in Tororo Municipality.

To overcome these challenges, Staff motivation is important. Staff motivation is often considered as a set of energetic forces that originate both within as well as beyond an individual being (Intrinsic and Extrinsic Motivation) to initiate work related behavior and to determine its form, direction intensity and duration as. In this context, the study assesses the effect of motivation on Academic Performance in Eastern Division Tororo Municipality.

1.2.Statement of the problem

Despite the government's provision of learning materials, favorable learning environment and motivation of Staffs for academic performance among Primary pupils in Eastern Division, the performance has still remained stagnant and this compelled the researcher to carry out a study about Staffs' motivation and academic performance of pupils in primary in primary schools in in Tororo Municipality.

1.3.Purpose of the Study

The purpose of the study was to establish the relationship between Staff motivation and pupils' academic performance in primary schools in Tororo Municipality.

1.4.General Objectives

The purpose of the study was to investigate the relationship between Staff motivation and academic performance of pupils' primary schools in Tororo Municipality.

1.5.Specific objectives

1. To determine the level of motivation among upper primary school Staffs in Tororo Municipality.
2. To determine the level of academic performance among upper primary learners Tororo Municipality.
3. To determine the relationship between motivation of Staffs and academic performance among learners in upper primary in Tororo Municipality.

1.6.Research Questions

1. What is the level of upper primary school Staff motivation among primary schools in Tororo Municipality?
2. What is the level of upper primary learners' academic performance in Tororo Municipality?
3. What is the relationship between upper primary Staff motivation and academic performance among upper primary learners in, Tororo Municipality?

1.7. Conceptual Framework

The conceptual framework below shows the relationship between Staff motivation and academic performance.

The table showing independent, dependent and intervening variables

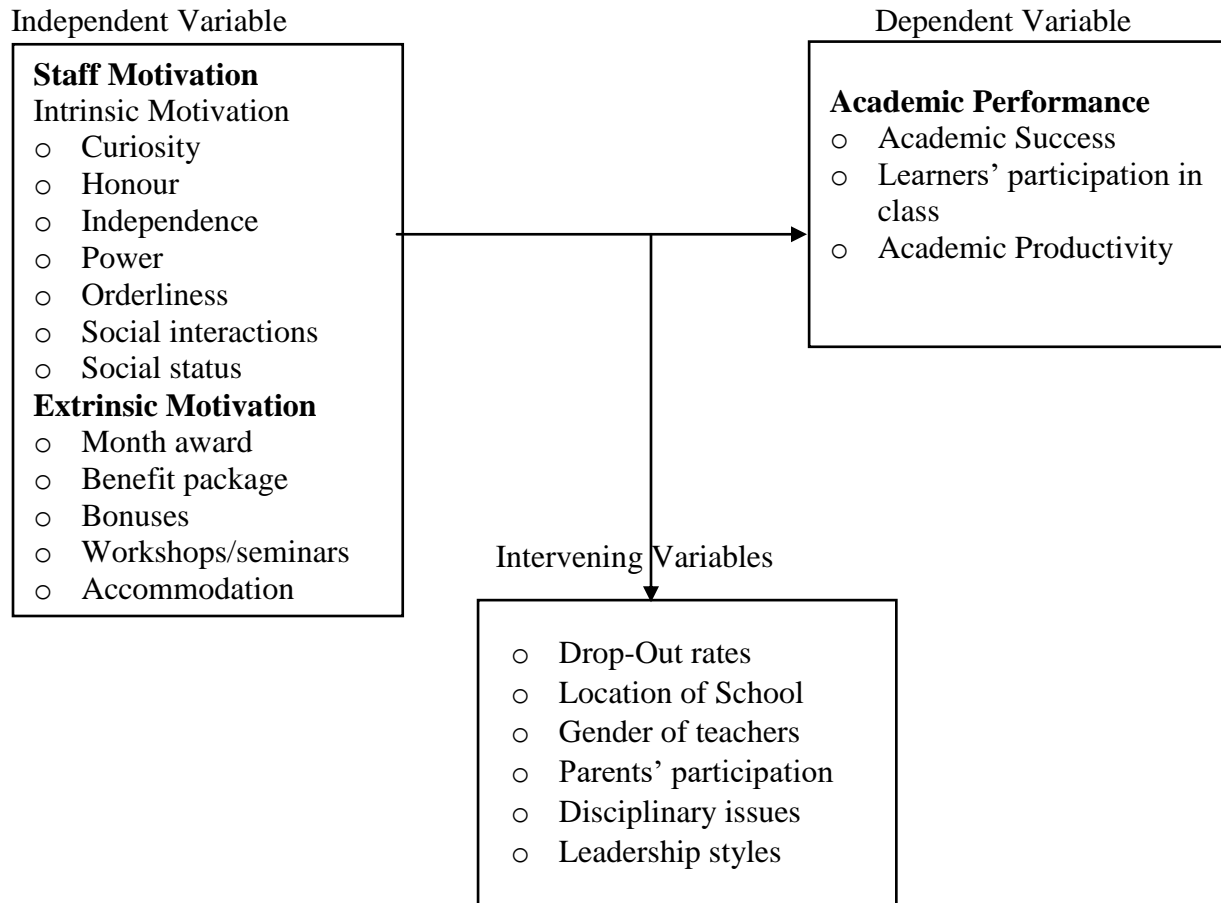


Figure 1: Staff motivation and academic performance

Source: Adopted from Paristech (2013)

The conceptual framework shows that the independent variable (Staff Motivation) is categorized into two Intrinsic motivation and extrinsic motivation with attributes as indicated in the illustration respectively. The flow of arrows shows that Staff motivation can influence academic performance directly. At time, there are some factors such as policy design for Staffs, location of school, gender of Staffs, parents' participation and leadership styles which can influence the relationship between motivation and academic performance either positively or negatively.

The literature is organized as follows: the nature of Staff motivation among primary schools. Factors influencing academic performance. The extent to which motivation determines academic performance and Factors affecting the effectiveness of motivation on academic performance.

1.8.Scope of the study

The scope of the study is divided into three parts namely content scope, geographical scope and time scope.

Content Scope

The study focused on academic performance of pupils in upper primary school as well as the motivation of their Staffs for the period they are in the classes of P.5, P.6 and P.7

Geographical Scope

The study was conducted in 5 selected primary schools in Tororo Municipality namely; Mudakori Primary School, Agururu Primary School,Elgon View Primary School, Amagoro Primary School And St. Kizito's Primary School.

Time Scope

The study was conducted using secondary data of learner's academic performance from 2014 up to 2018, whereas primary data was collected in March 2024.

1.9.Significance of the study

The study may help streamline the curriculum that makes academic performance a necessity by implementing a motivation based policy aimed at improving methodology, pedagogy and curriculum to ensure that learners get functional benefits from their education system.

The knowledge may be used to design intervention strategies on academic performance in primary schools so that the educational curriculum is more logical and functional in that Staffs are well motivated with all necessary benefits to handle classroom work and enhance academic performance.

The MoES may use findings to get light on the nature of current education system designed to ensure effective acquisition of skills and strategies for literacy in Primary Schools.

CHAPTER TWO

LITERATURE REVIEW

2.0.Introduction

This chapter examines both theoretical and conceptual literature on Staff motivation and pupil performance review further identified the research gaps in previous related studies on Staff motivation and pupils' performance.

2.1.Theoretical Perspective

This section covers a review of theories related to the main research variables; motivation and performance.

2.1.1. Behaviorist theories

While many theories on motivation have a mentalist perspective, behaviorists focus only on observable behavior and theories founded on experimental evidence (Bennell & Akyeampong, 2007). In the view of behaviorism, motivation is understood as a question about what factors cause, prevent or withhold various behaviors, while the question of for instance conscious motives would be ignored. Where others would speculate about such things as values, drives or needs that not be observed directly, behaviorists are interested in the observable variables that affect the type, intensity, frequently and duration of observable behavior. Through the basic research of such scientists as Pavlov, Watson and Skinner, several basic mechanisms that govern behavior have been identified (Lockheed, 1991).

2.1.2. Walberg Theory of Educational Productivity

The Walberg Theory of Educational Productivity advanced by Walberg in 1981 was used to measure academic performance. The theory states that good academic performance is based on the social, behavioral, motivational, affective, cognitive and meta-cognitive behaviors of learners. According to this theory, learners who become more self-aware and confident regarding their learning abilities, more motivated, set learning goals, and self-regulated perform well in learners have different social, behavioral, motivational, affective, cognitive and metacognitive

behaviors and for a Staff to handle them well, he or she must have specific characteristics to ensure that these behaviors are tamed and the child understands content in classroom (Kevin, 2008).

2.2.Level of Staff motivation among primary school Staffs and pupils academic performance.

2.2.1. Curiosity

Humans are believed to commit much time and energy in exploring and obtaining information and sometimes the search for information can be independent of a foreseeable profit, as if learning were reinforcing in and of itself (Sylvia, 2012). The major strands of thought on curiosity and motivation: (1) curiosity as a motive to reduce negative states, such as uncertainty, novelty, arousal, drive or information gaps; (2) curiosity as a source of intrinsic motivation that fosters learning and exploring for their own sakes; and (3) curiosity as a stable motivational difference between people that leads to differences in knowledge, goals, achievement and experience (Paristech, 2013). However, this study does not only describe curiosity as an aspect of human life, but sought to find out whether it is activated by school administrators. It relates to the extent to which a Staff is able to develop an inner drive towards an action, based on conditions surrounding them. Such a study has been scarce in available literature

2.2.2. Power

Being entrusted with authority is one of the major desires of Staffs and one of the key Staff motivating factors. According to Griffith, etal (2004), majority of school administrators cite that power can be demonstrated in terms of: shared governance, in-service education and systematic supportive evaluation, shared governance or participatory management, enhances Staffs' professional status and their "ownership" in the planning and operation of the school.

2.2.3. Social interactions

Interpersonal relationships and students' perceptions of Staffs' behavior in the classroom are important determinants for students' motivation and engagement. Therefore, a focus of past educational research has examined Staffs' behaviors that might be effective in promoting students' motivation. One theory, which guides much of the research on classroom conditions is

self-determination Theory (SDT), proposed by Deci and Ryan (1993, 2000). Whereas these studies dwell much on behaviors of Staffs in relation to reinforcement of learners, the study was on a realization that social learners to consult Staffs whenever necessary. Therefore, by establishing whether it was evident in selected primary schools, the nature of Staff motivation was established among schools in Tororo Municipality.

2.2.4. Social Status

Reports from Staff organization are unanimous in stating that the status of Staffs has declined, often drastically, in recent years. The decline is due to both to material and non-material factors. It is clear that the vast majority of Staffs believe that they do not receive the moral support and material recognition appropriate to their level of qualifications and responsibilities (Bossaert et al, 2011) . Much as this is the case, these studies cannot be generalized because he might never know in some places, the status of Staffs is not compromised same way it is, in areas. This is why there was need to find out how the situation was in Tororo Municipality primary schools.

2.2.5. Monetary award

According to Armstrong (2007), traditionally these monetary rewards have aided in upholding employee morale and motivation by meeting their financial needs. One must note that with monetary rewards, employees could skip doing the right thing, not because it is right but because it has become incentivized. This must be carefully watched and tailored on an organizational basis in order to maintain good relationship between employees, managers and customers. One of the best and most popular ways to reward valuable employees is by giving financial rewards and recognition but these rewards must be monitored and given with the proper perspective. In most communities, all Staffs work for pay, and thus expect their salaries at the end of every month. However, this being a strong predictor of Staff motivation, there was need to find out whether it was considered a key factor in Tororo Municipality.

2.2.6. Prompt Payment of Salary and Allowances

Irregular payment of salaries is a major problem facing teaching in Nigeria. Many Staffs could not pay their rents on time while landlords were unwilling to rent their houses to Staffs in Nigeria. Even though since 1999, governments in Nigeria had increased workers' salaries and

allowances, many Staffs are living below standard in Nigeria. The desire to garner additional income, so as to make ends meet, had led many Staffs into indulgence in unwholesome practices such as driving, trading during school hours, examination malpractices, among others.

It is thus imperative for government to increase Staffs' salaries and pay the salaries promptly. In many countries, Staffs are not paid promptly, and without this, many dodge work and others completely stop working till their salaries are released. There was need to compare these findings with the situation in Tororo Municipality.

2.3.Level of academic Performance of primary learners in school

2.3.1. Classroom Size

Many schools face a problem of classrooms that are literally busting out at the seams. When money gets tight, classroom numbers are often impacted. Yet, most Staffs agree that they cannot effectively teach every pupil in a classroom, if the class size exceeds about 30. Their statements are backed up by research. Class Size Matters cites a study performed by the Tennessee Star that found classes of 15 - 17 students in grades K-3 provided both long and short term benefits to both the students and the Staffs in those classrooms. Pupils living in poverty and male pupils benefit from smaller classroom sizes the most (Afolabi, 2005). In most of the rural primary schools, it is easy to find not only small classrooms, but even pupils studying under tree sheds. On this note, there was need to document about classroom sizes in Tororo Municipality.

2.3.2. Learners' Attitudes and Behaviors

Many public school Staffs also cite attitudes, such as apathy and disrespect for Staffs, as a major problem facing schools today. A poll from the National Center for Education Statistics cited that problems like apathy, tardiness, disrespect and absenteeism posed significant challenges for Staffs. These issues were seen more frequently at the secondary school level, rather than the primary grades (Armentano& Dominick, 2003). At the moment, the Uganda Government introduced universal primary education in primary schools and majority of the learners are aged more than the normal school going age of six years. Some pupils reach primary seven when they already have beards. Behaviors of such pupils differ with schools, communities and country. In such a way, the study sought to find out how it is the context of Tororo Municipality.

2.3.3. Staff Quality

Staffs are central to any consideration of schools and a majority of education policy discussions focus directly or indirectly on the role of Staffs. There is a prima facie case for the concentration on Staffs, because they are the largest single budgetary element in schools. Moreover parents, Staffs and administrators emphasize repeatedly the fundamental role that Staffs play in the determination of school quality (Bossaert, Doumen&Verschueren, 2011). In Uganda, it is reported that some students who finished senior four, though without qualifying as Staffs work in schools. This brings the idea of Staff quality on board and thus a need to investigate about the situation in Tororo Municipality.

2.3.4. Staffs' Years of Experience

There is a wide range of findings on the relationship between years of teaching experience and student outcomes. Fewer than half of the 109 previous studies on the estimated effects of Staff experience showed that experience had any statistically significant effect on student achievement; of those 33 studies found that additional years of experience had a significant positive effect, but seven found that more experience actually had a negative impact on student achievement. Other studies show a stronger positive relationship between Staff experience and student outcomes in some, but not all, cases they reviewed, (World Bank 2004). Just like in other municipalities and countries, experience of Staffs who have served for a long period of time. However, this study opined that by working for many years, Staffs are motivated to continue serving, thus this was established by inquiring about working experience of Staffs in Tororo Municipality.

2.3.5. School quality and socio-economic and cultural issues

In enumerating the factors that could be responsible for varying intra-and inter-school/academic achievement, Coombs (1970), listed four important factors including the acute scarcity of instructional resources which he said constrained educational systems from responding more fully to new demands'. He claimed that, in order to do their part in meeting the crisis in education, educational systems need real resources that money can buy, they need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise quality, efficiency and productivity. They need buildings, equipment and more learning

materials, (Coombs, 1970). In this study, there was need to find whether or not the community around schools in Tororo Municipality is supportive of school programs or not.

2.3.6. The availability and use of teaching and learning materials

According to Broom and Kafui (1973), the creative use of variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. (Ausubel, 1973). At ordinary level, teaching and learning materials could mean availability of textbooks, teaching guides and mathematical sets, among other things. This study therefore, ascertained whether the instructional materials are available both for Staffs and pupils and whether the instructional materials are available both for Staffs and pupils, and whether they are used constructively.

2.4. Relationship between motivation and academic performance of pupils in Primary Schools

Dornyei (2001) states that Staff efficacy affects students directly as there is strong correlation between Staff efficacy and students' performance hence a desired outcome by the students can occur with the help of the Staff. This means that low motivation of Staffs affects his performance which affects the students' performance. In this case Staff efficacy was contained in some of the aspects of non-monetary incentives that were computed to find out the statistical relationship between motivation and performance of learners in primary schools in Tororo Municipality.

In the US Staffs are being paid relatively low salaries. Staffs with more experience and higher education earn more than those with a standard bachelor's degree and certificate while high school Staffs have the highest median salary earning. Many Staffs take advantage of the opportunity to increase their income by supervising after-school programs and other extracurricular activities. Merit pay systems are on the rise for Staffs, paying Staffs extra money based on excellent classroom evaluations, high test scores and for high success at their overall school (Sogomo, 1993). As stated earlier on in the previous paragraphs, motivation of Staffs in

different ways respond to improvement in academic performance. Therefore, by having variations in motivational practices, it is important to find out some classrooms, academic performance is better than in others.

A study by Spear (2000) in UK revealed that Staffs' motivation was low due to work overload, poor pay and low perception by the society. Findings by Sylvia and Hutchinson (1985) in developed countries confirmed presence of low Staffs' motivation which was attributed to intrinsic factors. According to a study carried out by Nyantika (1996) on factors leading to poor performance in KCSE in Magombo zone of Nyamira Municipality, lack of rewards for Staffs and students to boost their morale and clan politics was to blame for poor KCSE performance.

According to Aaronson & William (2007), below are ways that Staff motivation influences pupils' academic achievement: a Staff who is motivated will put more efforts to in the classroom to pass adequate knowledge to his students in order to affect the behavior of the learner in the most desirable and positive manner. Staff motivation is so crucial to the academic performance of students because it explains why Staffs behave the way they do at in their various schools. Thus, if a Staff shows the hunger to Staff well, then students will invariably demonstrate the zeal to learn; Motives are desires to attain goals. Thus, the stronger these desires are present during teaching-learning encounter; the greater will be the efforts towards achieving these goals. Therefore, Staff motivation ensures that both Staffs and learners sustain their efforts in a quest to achieve expected objectives of the classroom encounter; Staff who is motivated helps relevant learners to acquire more favorable disposition towards schools in general and learning in particular, Staff motivation provides the desire in students to learn. This is because learners are encouraged to learn, to express themselves through answering questions, taking parts in both individual and group assignments; in fact, get involved or committed in the learning process by acquiring ideas, skills and concepts for total development; Since Staff motivation provides Staffs the desire to teach his students well, these results in the students getting better grades, developing higher adjustment potentials and better self-concept etc.

2.5.Motivation and Pupils Performance in Primary schools

Exemplary Staffs are highly motivated to teach all of their students as well as possible. However, a variety of intrinsic factors (such as loving the teaching process, enjoying children) and extrinsic factors (such as salary, further education) influence Staffs' motivation levels. Low Staff motivation can affect the quality of candidates entering the profession. It can also contribute to a reduced focus on the teaching and learning process as evidenced by minimal time spent preparing lessons or supporting struggling learners (Aaronson & William, 2007). In the context of this study, Staff motivation and its implications on academic performance was investigated considering a case study Tororo Municipality primary schools. This is one of the few studies that were conducted about the same in urban primary schools.

2.5.1. Staffs with low motivation may repeatedly arrive late or not at all.

In fact, absenteeism can be as high as 25% in some countries and has a significant negative impact on student learning. Attrition is also often a consequence of low motivation and is most severe in contexts where the living or teaching conditions are challenging, such as rural schools (Das, Dercon, Habyarimana & Krishnan, 2007). In some of the questions asked, there was an element of coming late to school. However, much as this literature explains the effect, the study established the statistical effect of motivation on performance. In addition, this literature talks about performance of Staffs while the study points towards comparing motivation and pupils' performance.

2.5.2. Status of Teaching

In some countries teaching is considered a last option for graduates who need work or do not perform well on national exams. In contrast, teaching is a prestige profession in several high performing nations, such as South Korea, Taiwan due at least in part to the high standards for entrance into teaching. The initial desires of Staffs to join the teaching profession influence their future job satisfaction and desire to remain in teaching (UNESCO, 2014). The status of teaching in this literature describes situations in Korea and other parts such as Taiwan, which is in China, However, these are developed countries which cannot in anyway share qualities with primary schools in Urban areas such as Tororo municipality.

2.5.3. Professional Conditions of Teaching

The professional conditions of teaching also influence Staff motivation and attrition.

Heavy workloads and large class sizes can significantly demoralize Staffs. Teaching is also becoming more challenging due to increased demands to teach complex skills, highlighted control by administrators and decreased time to plan and collaborate with colleagues. However, a supportive professional work environment as well as positive relationships within the community can reduce these pressures and improve Staffs' motivation and effectiveness (Ryan & Deci 2000). The professional conditions of teaching are similar to the ways Staffs are handled in schools. However, it is important to note that these conditions differ with places just like other aspects of Staff motivation. Therefore, it was necessary to compare the situation in Tororo Municipality.

2.6. Gender equity and pupils' academic performance

Female Staffs serve as important role models for students in schools, especially in Urban areas, but often face additional challenges and have their higher attrition. Providing safe and adequate housing is extremely important for female Staffs as well as considering marital/family obligations. Equal pay for male and female Staffs is also important as well as the presence of Female administration and educational leaders (Bennell & Akyeampong, 2007) Paraprofessional Staffs and professional equity: Many systems use paraprofessional Staffs and pay them less. While this may fill massive Staff shortages, it can be a cause of frustration for both trained and paraprofessional Staffs. Sometimes these are Staffs recruited from rural areas or minority language groups to meet other important educational goals like rural access to schooling and mother tongue instruction. These Staffs might initially have lower salaries because they have lower qualifications, but strong Staffs should have opportunities to receive equitable pay and upgrade their qualifications. This information was thus used to test equity through statistical analysis in relation to academic performance of pupils.

2.7 Research Gap

The above literature explores various aspects of motivation and performance. However, a lot is left out. First, motivation is mostly explained in relation to secondary education. Need to focus on primary schools. In addition, all factors discussed such as payment, recognition, (Extrinsic and Intrinsic motivators) have not been weighed against academic performance. Moreover, more

of the findings do not manifest any data about Staff motivation and performance in Tororo Municipality. This study used the information to weigh the role of Staff motivation in academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0.Introduction

In this chapter describes the research addressed the design, population of the study, sample size and selection research instruments, validity reliability of the research instruments, procedure of data collection Data processing and presentation and ethical consideration.

3.1.Study Design

Cross-sectional research design or survey design was used this is because the data was collected at one point in time and from a pre-determined population such as head Staffs, Staffs, DEO, DIS and pupils. These research designs are preferred because they cover the population of the study in different intervals at a given point in time.

3.2.Population of the study

The population of the study targeted respondents from 83 primary schools. These included the head Staffs of these schools, Staffs, MEOs, and Inspector of schools.

Table 3.1. Below shows the specific number of respondents per category of population

Table 3.1: Population of the study

No	Category	Number per school	Total number
1.	Head Staffs	1	5
2.	Staffs	8	112
3.	Municipality Education Officer		1
4.	Municipality Inspector of Schools		1

Source: Tororo Municipality Education Office

Sample size determination and Techniques

Krejae and Morgan sample Table guide was used to get the sample size for 30 primary schools, thus the head Staffs, Directors of studies, plus Staffs. Table 3.2. below illustrates the sample population per category.

Table 3.2: Sample size and techniques

No	Category	N	Sample (n)	Techniques
1.	Head Staffs	5	10	Purposive
2.	Staffs	200	114	Stratified & Simple random
	Total	205	124	

Source: Tororo Municipality Education Office

The sample size for the respondents was designed as illustrated above. Krejce and Morgan Table (Appendix 1) show that the most appropriate sample for 30 is 10 respondents and 300 is 50 respondents. The techniques of sampling were also well illustrated.

2.3.Sampling Techniques

Stratified sampling was used where the study population was divided into strata, and then simple random sampling used to generate the number of participants from each stratum. Whereas cluster sampling was used to consider the study population by type of school, the stratified approach to sampling was used to categorize the study population into males and females. This applied to pupils, Staffs and head Staffs. This was done to avoid being gender biased during distribution of tools for data collection.

2.4.Instruments of Data Collection

The study used questionnaires, and interview guide to obtain data from various respondents respectively.

2.4.1. Questionnaires

Self-administered questionnaires were distributed specifically to Staffs, head Staffs and altogether 114 respondents. Questionnaire system was chosen because of its quick and fast

coverage of large number of collecting data. The questionnaire was constructed and moderated using the Linkert scale model.

3.4.1. Interview Guide

The researcher used the interview schedule to guide the interview with the respondents who were key informers and thus were needed to elaborate on several issues. Here the researcher conducted face-to face interactions and make effective conversations between the interview and himself with the sole aim of soliciting data. The researcher used both formal and informal interview with the respondents. This enabled the researcher to get more information in greater depth, reduces resistance and also obtains personal information from the respondents. This method helps to further clarify certain information that the questionnaire and to cross check certain information from the respondents.

3.5. Validity and Reliability of Instruments

3.5.1. Validity

Content validity index (CVI) of the study questionnaire was determined by use of an motivational expert checking through all the items N and identifying those that were relevant to the study, n. the CVI was obtained as 0.80 which is above 0.70 for a tool to be valid.

$$CVI = \frac{n}{N}$$

3.5.2. Reliability

The reliability of the instruments was tested using the CronbachAlpha method automatically programmed in Statistical package for social Sciences (SPSS) software. A uniform scale of 5 point Linkert was used to measure responses towards items for each variable. The items were computed to generated statistics/coefficients that were reported as result for the test.

Normally, a reliable study variable contains standard coefficients of not less than 0.7 (70%). Rules from Cronbach Alpha Tests were obtained as indicated in the Table 3.3. below.

Table 3.3: Results of Cronbach Alpha Reliability of the study variables

Variable	No. of Items	Coefficient obtained	Percentage (%)
Staff Motivation	26	.753	75.3
Academic Performance	15	.797	79.7

Source: Primary Data from Tororo Municipality 2023

Results showed that the independent and Dependent Variables have contents with reliability coefficients which met the required percentage of 0.7(70%). Staff Motivation was measured using twenty-six (36) items resulting into a Cronbach Alpha coefficient of .753 which is translated into 75.3%. On the other hand, Academic performance was measured using 15 items it resulted into a Cronbach Alpha Coefficient of .797 which is translated into 79.7%.

Therefore, results obtained for each variable are highly reliable and acceptable.

3.6. Data Collection

Before the administration of the questionnaires, an introductory letter was obtained from to Busitema University. For the case of interviews, the researcher conducted it himself with the prior notice of the respondents. As for documentary evidence the researcher examined office files, reports and correspondences in order to extract evidence on motivation and academic performance. The respondents were briefed about the study and requested them to sign the informed consent form.

The respondents were requested to answer completely and not to leave any part of the questionnaire unanswered.

3.7. Data Analysis

The data gathered coded into computer for statistical analysis using the statistical package for social sciences (SPSS). The qualitative data collected using the interview guide.

This section involved data analysis presentation and interpretation given the design, the type of instrument which was used, and the nature of data which was collected. Data was analysed using quantitative techniques with each complementing each other using statistical Package for social sciences (SPSS). Chi square analysis was used to establish whether the background information explained various results. On the other hand, the mean and confidence Interval was used to

establish factors of academic performance, one sample test at $p < .01$ was used to present and analyze factors of motivation. Further, regression coefficients with $P < .05$ was used to determine the extent to which Staff motivation determines academic performance in Tororo Municipality, then percentage scores were used to determine factors affecting the effectiveness of motivation on academic performance.

3.8. Ethical Consideration

The research process was guided by ethical principles which included the following:

The respondents were not coerced or manipulated while participating in the study but rather they did so voluntarily.

The names of the respondents were not written in the report and the information given was used for academic purpose.

3.9. Limitation of the study.

The cost of research was high in regard to the already incurred cost of accessing relevant stationery, printing and yet to be incurred cost of photocopying, binding, transport and telephone charges. The financial constraints were solved by seeking aid from other sources such as family and friends.

The problem of insufficient time was solved by making sure that the researcher got enough time and maximum concentration.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0. Introduction

This chapter captures presentation, the analysis and interpretation of findings in relation to; socio-demographic characteristics of respondents, the nature of Staff motivation among primary schools, factors influencing academic performance, relationship between Staff motivation and academic performance of pupils in primary schools in Tororo Municipality.

Demographic Characteristics of respondents.

The demographic characteristics of respondents were: age, gender, marital status and academic qualification among others as illustrated in the summary Table 4.1 ($\Sigma = 374$).

Table 4.1: Socio-demographic characteristics of respondents

No	Item	Frequency	Percentage
1.	Age 18-28	20	29
	29-39	30	42%
	40-50	20	29%
2.	Gender		
	Male	30	43%
	Female	40	57%
3.	Marital Status		
	Married	50	71%
	Single	15	21%
	Others	05	8%
4.	Academic Qualification		
	Bachelors	20	29%

	Diploma	40	57%
	Certificate	10	14%
5.	Experience		
	1-5 years	14	20%
	6-10 years	30	43%
	11-15years	10	14%
	16 years and above	16	23%
6.	Number of promotions		
	1	30	43%
	2	30	43%
	More than 2	2	2.3%
	None	8	11%

Source: Primary data from Tororo Municipality Primary Schools (2023)

4.1.Age of respondents

Based on Table 4.1, findings were obtained from respondents belonging to three age categories. The first category (18-28) was represented by 29% of the total number of respondents, 42 percent of the respondents belonged to the 29-39 age group category and 29% was a representation of respondents in the 40-50 age-group category. In context of this study, age category of respondents helped the researcher to generate balanced responses.

4.2.Gender of respondents

Every society accommodates two categories of gender-males and females. In order to convince readers that the study was not gender biased, items 2 in Table 4.1 shows that respondents belonged to both genders. The highest percentage of respondents (57%) was a representation of Females while 43% was a representation for males. this structure of responses indicates more males than females because the category of Staffs, which has most respondents, consists of more males. This is attributed to the fact that primary schools generally have more males than female Staffs. In Uganda, considerably few females enroll for teaching compared to males. Besides the issue of avoiding gender bias in obtaining responses. The gender of responses is quite important when talking about motivation such that it is easy to establish female respondents' views on the topic in comparison with views of male respondents.

4.3.Marital Status

Three measures were used to establish the marital status of respondents. Results in term 3 of Table 4.1 show that out of the 374 respondents, 50(71%) were married, 15(21%) were still single and 5(8%) were the others. This group of ‘others’ was representative of the widowed, single parents and the divorced respondents. Marital Status. In relation to motivation enlightens on the fact that married people normally need more motivation incentives than those who are still single. When it comes to issues of salary supplements, married employees benefit more because majority of them do not get adequate amount of money to sustain their family needs on a regular basis. The extra pay is important in covering gaps that would not have been possible with just salary.

4.4.Academic Qualification

The academic qualification of respondents was helpful in revealing whether Staffs, Directors of studies and head Staffs had required qualifications. In review of Table 4.1, 52% of the respondents had acquired a certificate in education, while 39% had diplomas and 9% were the degree holders. Each primary Staff in Uganda is required to have at least a certificate in education from a registered Primary Staffs’ College. However, many Staffs go for in-service training in order to acquire more academic level qualifications and be able to use a variety of techniques to make pupils understand.

4.5.Work experience of respondents

The more time an individual works in a company, organization or institution, the more they gain knowledge and experience or the more chances stand before them to be more competent in rendering services. According to Table 4.1, (14(20%) of the respondents had a working experience of 1-5 year, 24% had served in their respective professional ranks for 6-10 years 30(43%) had served for 11-15 years and 10(14%) had a working experience of 16 years and above.

4.6.Number of promotions

One of the approaches of motivating employees is through promotions. This study found out how many times each of those had chance was promoted. The period of promotion was from

1 year to more than 2 years. Majority of respondents (30%) had been promoted once and twice 11% who had never been promoted at all.

The nature of Staff motivation among primary school in Tororo Municipality

The first objective was intended to establish the nature of Staff motivation among primary schools, thus this chapter findings for extrinsic and intrinsic motivation.

4.7.Extrinsic Motivation

According to Table 4.2, there are four measures used to determine the extrinsic ways in which managers of schools and Municipality education authorities handle the aspect of Staff motivation These are opportunities for professional development, remuneration related factors, working conditions of Staffs and other general extrinsic factors.

Table 4.2: Extrinsic motivation of Staffs

	Factor	CI	SD	Mean
	Opportunities for professional development			
1.	Participation in in-service courses, seminars and workshops	95%	1.195	3.4973
2.	Fair methods and procedures are used in Staff promotion	95%	1.197	2.2032
3.	Offers are made for opportunities and incentives for further studies	95%	1.363	3,5401
4.	The society recognize the role of a Staff	95%	1.613	3.0428
	Remuneration related factors			
5.	The pension scheme in place offers good expectations upon retirement	75%	1.460	3.3797
6.	The amount of salary to Staffs is commensurate with the work load	95%	1.512	2.8583
7.	The payment of monthly salary is timely	95%	1.492	2.2326
8.	The allowances Staffs receive are adequate	95%	1.460	2.8930
9.	The annual salary is adequate and assured	95%	1.814	3.3396
	Working conditions of Staffs			
10.	The school provides lunch and tea to Staffs	95%	1.717	3.1471
11.	Staffs are given clear to Staffs	95%	1.756	3.2032
12.	The school provides houses to Staffs	95%	1.369	2.2807
13.	The school provides teaching / learning resources	95%	1.598	3.9626
14.	The academic performance of students is good	95%	1.732	2.5374

15.	The school is located within easy reach by Staffs	95%	1.325	2.5321
16.	The school provides adequate infrastructural facilities	95%	1.490	2.187
	Other factors to explain extrinsic motivation			
17.	Staffs show curiosity to perform their duties	95%	1.540	2.7914
18.	Staffs are enough power to put whatever is needed to fulfill their duties	95%	1.650	2.8422
19.	There is good relationship that occurs between administrators and Staffs	95%	1.669	3.0882
20.	Staffs freely interact with each other	95%	1.760	3.1845

Source: Primary data from Tororo Municipality Primary Schools 2023

4.8. Opportunities for professional growth

Among the opportunities for professional development, the greatest factor was participation in in-service courses, seminars and workshops ($M = 3.4973$; $SD = 1.195$). The need for in service courses, seminars comes when Staffs are required to obtain more teaching skills specially to handle hard-to-teach subjects like Mathematics and Sciences. This was followed by fair methods and procedures are used in Staff promotion. ($M=2.2032$; $SD= 1.197$). In addition, there are offers for opportunities and incentives for further studies. To a large extent, Table 4.2 shows that this trend of events is evident in Tororo Municipality ($M = 3.5401$; $SD = 1.362$) and then recognition of role of the Staff by society is another opportunity for professional development reported by Staffs in Municipality ($M = 3.0428$; $SD = 1.613$);

4.9. Remuneration factors

These included presence of pension scheme that offers good expectations upon retirement ($M = 3.3797$; $SD = 1.460$), timely payment of monthly salaries ($M = 2.2326$; $SD=1.492$), though at the primary education level Staffs do not only receive late payments but they receive salaries in a considerably unfair trimming. Salaries that come out in March for instance are meant to be salaries for January and the trend continues like that. This is common even in Tororo Municipality where majority of the Staffs did not agree with the statement that payment of monthly salaries is timely.

Respondents also reported that there were no adequate allowances ($M = 2.8939$; $SD = 1.460$) in different forms such as; Staff quarters to cater for Staffs who travel long distances and arrive at school late, transport allowances, extra time payments, allowances to attend workshops/seminars and career development allowances. Finally, respondents reported availability of adequate and assured annual salaries through which Staffs are able to service loans, update membership in savings and Credit Cooperatives (SACCOs) and also meet other payments that had been pending.

4.10. Working conditions

Staff working conditions have a significant influence in enhancing Staff motivation. They include aspects such as meals, clear job description, housing facilities, availability of teaching / learning materials, location of school, improvement in academic performance of pupils and availability of adequate infrastructural facilities. Table 4.4 shows that out of the seven factors explored, only three-meals, clear job description and teaching/learning resources, with mean scores of 3.000 and above are evident in most schools. Other motivational practices reported during the study were; a good relationship between administrators and Staffs in Tororo Municipality Primary schools ($M = 3.0882$; $SD = 1.669$), free and interaction of Staffs amongst themselves ($M = 3.1845$; $SD = 1.760$).

4.11. Intrinsic Motivation factors

Intrinsic Motivation refers to those forces which originate from within a Staff's mind and reinforce him or her to start and sustainability continue offering services in a school

Table 4.3: Percentage distribution of responses on intrinsic Staff motivation factors

No	Staffs teach because	CI	SD	M
1.	Of the prestige of being a Staff	95%	1.578	2.4866
2.	The job brings happiness and fulfillment	95%	1.678	2.5160
3.	They feel duty to help educate the next generation	95%	1.986	3.0107
4.	They derive much pleasure from learning new things	95%	1.658	2.5027
5.	It is the type of work chosen to attain certain important objectives	95%	1.875	2.5749
6.	The job is a part of their life	95%	1.819	3.0909

Source: Primary data Tororo municipality Primary Schools

2018 KEY = CI - Confidence Interval; SD - Standard Deviation; M = Mean

Table 4.6 above shows that out of the six (6) factors, factor 3 and 6 have been identified as evident in primary schools in Tororo Municipality. This is because the descriptive statistics as appended show more disagreements on the side of disagreements compared to the two established factors. Item 3 reveals that Staffs in Tororo Municipality are reinforced to continue doing their duties because they feel duty to help the next generation (M = 3.0107; SD = 1.986). Chi square test of significance for the background information revealed the following in relation to these findings.

Age ($\chi^2 = 67.942$; df = 4; P = .000), Gender ($\chi^2 = 81.966$; df = 2; P = .000), Marital status ($\chi^2 = 27.648$; df = 4; P = .000), Academic Qualification ($\chi^2 = 80.914$; df = 4; P = .000), Experience ($\chi^2 = 63.037$; df = 6; P = .000) ; and Times of promotion ($\chi^2 = 66.187$; df = 6; P = .000). Therefore, the socio-demographic characteristics of age and others were significant in the remarks given by respondents.

Another intrinsic motivation factor which is existing in Tororo Municipality Staffs do their job because they have a feeling that it is part of their lives (M = 3.0909; SD = 1.819). In most cases, Staffs who feel the job is part of their lives do not have any other sources of income. The study established if the background information had influence in these findings. Results from chi square analysis in this respect revealed the following results: Age ($\chi^2 = 139.208$; df = 4; P = .000), Gender ($\chi^2 = 165.454$; df = 2; P = .000), Marital status ($\chi^2 = 125.348$; df = 4; P = .000), Academic Qualification ($\chi^2 = 206.308$; df = 4; P = .000), Experience ($\chi^2 = 123.271$; df = 6; P = .000) and Times of promotion ($\chi^2 = 153.520$; df = 6; P = .000). Therefore, variations in responses were influenced by demographic characteristics.

4.12 Level of academic performance in Eastern Division in Tororo Municipality

The second objective was about assessing the level of academic performance. The main question was ‘what factors influencing academic performance in primary schools in Eastern Division Tororo Municipality. One sample T-test was used to assess the factors whereby all factors with mean of 3.000 and above had majority responses who agreed thus these factors influence

academic performance positively while the rest mean scores below 3.000 have negative influence on academic performance.

Table 4.4: One Tailed T-Tests results of the level of Academic Performance in Primary Schools in Eastern Division Tororo municipality.

No		Df	Sig. (2 tailed)	Mean Difference
1)	Classroom sizes favor understanding of concepts for each pupil (ACP1)	373	.000	2.54278
2)	The behaviours of pupils determine pupils' performance (ACP2)	273	.000	3.40107
3)	Staffs in schools are competent (ACP3)	373	.000	2.98663
4)	Pupils accurately follow Staffs' instructions (ACP4)	373	.000	3.28342
5)	Pupils indeed like participating in discussion groups (ACP5)	373	.000	2.89305
6)	Pupils have a high speed in learning new topic (ACP6)	373	.000	3.51604
7)	General handwriting of pupils is good (ACP7)	373	.000	2.42781
8)	The reading skills of pupils in schools is considerably good (ACP8)	373	.000	2.51337
9)	Pupils really speak well both in Language one and Language two (ACP9)	373	.000	2.86096
10)	Pupils cannot complete work without consulting Staffs (ACP10)	373	.000	2.94652
11)	If asked, pupils easily recall what they were taught in the past (ACP11)	373	.000	3.02406
12)	Pupils show dislike for certain subjects (ACP12)	373	.000	2.91176

13)	General performance of pupils in Mathematics is always above 50% (ACP13)	373	.000	2.72727
14)	General performance of pupils in English is always above 50% (ACP14)	373	.000	2.72727
15)	General performance of pupils in Science is always above 50% (ACDP15)	373	.000	2.67914

Source: Primary data from Tororo Municipality Schools 2022

The one sample T-Test shows that only four factors explain the positive side of academic performance. This means that all the highlighted factors have very frequency and percentage representations of respondents who agreed than those who disagreed. It also means that out of the fifteen factors given, only (4) are implemented by most schools in Tororo Municipality. The rest require serious attention if Academic Performance is to improve in Tororo Municipality. Each of the four factors has been analyzed separately in relation to the demographic characteristics of respondents.

The behaviors of pupils determine pupils' performance (ACPs)

Based on Table 4.7 above, it is clear that the behaviors of pupils determine their academic performance in primary schools, ($M = 3.40107$; $P = .000$). Behaviors of pupils may go beyond in styling up to greet people and appearing well behaved, to regularly attending classrooms, being obedient to Staffs, choosing good company to associate with and making sure they consult whoever is concerned for the purposes of digesting concepts. In relation to the background, Age ($x^2 = 110.599$; $df = 8$; $P = .000$), Gender ($x^2 = 24.032$; $df = 4$; $P = .000$). Marital status ($x^2 = 334.747$; $df = 8$; $P = .000$), Academic Qualification ($x^2 = 169.889$; $df = 8$; $P = .000$), Experience ($x^2 = 284.369$; $df = 12$; $P = .000$) and Times of promotion ($x^2 = 439.099$; $df = 12$; $P = .000$). Therefore, the demographic characteristics of respondents played a significant statistical role in explaining variations in responses given to come up more respondents who agreed compared to those who disagreed.

4.13. Pupils accurately follow Staffs' instructions (ACP4)

As already stated in the previous subsection, when have good behaviors, they are also able to follow Staffs' instructions. Therefore, this was the case in primary schools in Eastern Division, Tororo municipality as illustrated in table 4.7 ($M = 3.28342$; $P = .000$). Staff instructions commonly demand not more than responses to regular work given, not coming late to class and to pay full attention in classroom if lessons are going on. Staff instructions also mean adhering to need to change sitting arrangement. At times, pupils like sitting with friends. However, it is always bad if they sit near each other when none of term is brilliant. Certain Staffs who observe this prefer rearranging the sitting such that pupils who take long to understanding sit together with the quick learners to increase on the number of good performers. In relation to the demographic information, Age ($\chi^2=95.312$; $df = 8$; $P = .000$) Gender ($\chi^2 = 56.727$; $df = 4$; $P = .000$), Marital Status ($\chi^2 = 258.965$; $df = 8$; $P = .000$). Academic Qualification ($\chi^2= 176.447$; $df = 8$; $P = .000$), Experience ($\chi^2 = 242.641$; $df = 12$; $P = .000$) , and Times of promotion ($\chi^2=351.184$; $df = 12$; $P = .000$). This shows that each of the demographic characteristics explained variations in responses given such that majority of respondents agreed while a small number disagreed.

Pupils have a high speed in learning new topic (ACP6)

Item 6 in Table 4.7 shows that in most of the primary schools in Tororo Municipality have high speed of learning new topic. The are able to predict what is in the topic which comes as a result of using logic to conduct lessons ($M = 33.51604$; $P = .000$). Chi square analysis to portray the significance of background information revealed that: Age ($\chi^2 = 35.977$; $df = 8$; $P = .000$), Gender $\chi^2 = 11.363$; $df = 2$; $P = .003$), Marital Status ($\chi^2 = 93.460$; $df = 4$; $P = .000$). Academic Qualification ($\chi^2= 46.256$; $df = 4$; $P = .000$), Experience ($\chi^2 = 89.018$; $df = 6$; $P = .000$) , and Times of promotion ($\chi^2=104.699$; $df = 6$; $P = .000$), thus the background information had significant statistical influence in the variations experienced for responses on high speed on pupils in learning new topic.

If asked, pupils easily recall what was taught in the past (ACP11)

The last aspect of academic performance was that pupils were able to easily recall what they were taught in the past ($M = 3.02406$; $P = .000$). Moments of recalling what was taught normally accompany Staff's introduction of a lesson whereby they need to connect the current lesson to

the one of yesterday. he or she therefore tries to test the memory of pupils such that by recalling yesterday's work, it is a genesis for today's work. Sometimes concepts in the previous lessons help to make a pupil understand the current work. These results were processed using Chi square to establish whether the demographic characteristics controlled the way the respondents reacted towards statements given. Results were as given below:

Age ($\chi^2 = 86.873; df = 6; P = .000$), Gender ($\chi^2 = 59.335; df = 3; P = .000$), Marital Status ($\chi^2 = 123.093; df = 6; P = .000$). Academic Qualification ($\chi^2 = 113.131; df = 6; P = .000$), Experience ($\chi^2 = 72.649; df = 9; P = .000$), and Times of promotion ($\chi^2 = 184.056; df = 9; P = .000$). The demographic significant role in explaining that variations in responses were determined by the fact that respondents differed in their age, gender composition, marital status, academic qualifications, work experience and number of times they were promoted to various positions.

4.14. Relationship between motivation and academic performance / Hypotheses testing

Pearson correlation were used to establish the relationship between motivation and academic performance and results were obtained as indicated in Table 4.4. below.

Table 4.5: Relationship between Motivation and academic performance

		Academic Performance
Extrinsic Motivation	Pearson Correlation	.833**
	Sig. (2 tailed)	.000
	N	374
Intrinsic Motivation	Pearson Correlation	.394
	Sig. (2 tailed)	.000
	N	374
**. Correlation is significant at the 0.01 level (2 tailed); p <.05		

Source: Primary data from Tororo Municipality schools 2022

According to Table 4,5, there is a significant positive statistical relationship between each of the aspects of motivation and academic performance. However, the statistical values vary between the two driving forces of motivation.

Hypothesis one (H1): There is no significant statistical relationship between extrinsic motivation and academic performance.

First a strong positive and significant relationship ($r = .833^{**}$; $p = 000$) exists between extrinsic motivation and academic performance. this means that 83.3% great improvements in academic performance is determined by reinforcing Staffs with extrinsic motivation by improving and sustaining standards in Staffs' opportunities for professional development, remuneration, working conditions and other factors. On this note therefore, the first hypothesis which states that "There is no significant relationship between extrinsic motivation and academic performance was rejected.

4.15. Hypothesis (H2): There is no significant statistical relationship between Intrinsic motivation and academic performance”.

According to Table 4.5 above, there is a strong positive and significant statistical relations ($r = .394^{**}$; $p = .000$) between intrinsic motivation and academic performance. by implication, 39.4% improvements in academic performance in primary schools in Tororo Municipality is influenced by re-enforces of Intrinsic motivation such as; prestige, feeling of fulfillment and comfort at work, job security, pleasure in learning new things, and seeing objectives in the work given. In this case, the second hypothesis, which states that, 'There is no significant statistical relationship between Intrinsic motivation and academic performance', was also rejected by the results.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the discussion, conclusions and recommendations of the study.

5.1. Discussion of findings

This section covers the discussion of the study findings. The discussion involved cross relating key findings with the existing related literature. This was consistent with the research objectives from which the following sections were drawn for discussion purpose; nature of motivation, factors influencing academic performance, the extent to which motivation determine performance and factors affecting the effectiveness on academic performance and relationship between the two.

The level of upper primary school Staff motivation among primary schools in Eastern division, Tororo Municipality.

The findings of this study revealed that there was opportunity for career development. According to professional development it was revealed that there are four measures used to determine the way in which managers of schools and Municipality education authorities handle the aspect of Staff professional development among primary schools in Tororo Municipality. At a confidence interval of 95%, the study found out that, Staffs in primary schools in Tororo Municipality is offered assistance to participate in in-service courses, seminars and workshops. This means that professional development of Staffs in Tororo Municipality is highly valued.

One of the approaches of professional development which ought to be practiced in primary schools in Tororo Municipality by offering Staffs opportunity and incentives to enable them go and acquire more qualifications. This include; financial support and permission to be off duty for a certain period of time at the University. This means that school managers and municipality education leaders have strategies to facilitate for further studies of Staffs as a way of motivating them. Other results revealed that remuneration related factors deals mainly with financial needs of Staffs through pension scheme that offers good expectations upon retirement which the government extends to public servants when they reach the age of retirement. Therefore, when hopes for such benefits are available, Staffs are committed and work hard to sustain good academic performance. It was also revealed that salary given to Staffs is commensurate with workload. In most schools, due to the fact that Staffs of subjects like mathematics and English are not enough, available ones are given a lot of work. Therefore, to motivate these Staffs who are overloaded, there is need to increase on the payments.

Findings also reveal that Staffs in Tororo Municipality are reinforced to continue doing their duties because they feel duty to help the next generation which was at a mean of 3.0107 and also they have a feeling that it is part of their lives and its mean was at 3.0909.

The level of upper primary learners' academic performance in Eastern division, Tororo Municipality.

The second objective of the study revealed that there are four factors which explained the positive side of academic performance. According to Pavlov. Watson and Skinner (2010) the behaviors of pupils determine pupils' performance in primary schools. Behaviors of pupils may go beyond styling up to great people and appearing well behaved to regularly attending classroom, being obedient to Staffs and choosing company to associate with.

It also revealed that pupils accurately follow Staffs' instructions. When pupils have good behaviors, they are able to follow Staffs' instructions. Therefore, this was the case in primary schools in Tororo Municipality which was at 3.28342 and Staffs' instructions that is ; response to regular work given, not coming late to class and pay full attention in class if lesson are going on.

Furthermore, it was revealed that pupils have high speed in learning new topics. It shows that in most of the primary schools in Tororo Municipality, pupils have high speed of learning new topics. They are able to predict what is in the topic which comes as a result of using logic to conduct lessons.

Another factor revealed that if asked pupils easily recall what was taught in the past moment of recalling what taught normally accompany Staffs' instruction of a lesson whereby they need to connect the current lesson to the one of yesterday.

The relationship between upper primary Staff motivation and academic performance of upper primary learners in Eastern division Tororo Municipality.

The third objective of the study was after finding out that factor with majority of the respondents agreeing, there was need to establish the extent to which each of these factors significantly determine academic performance at $p < 0.05$. The results show that there is a positive relationship between Staff's motivation and academic performance.

It was also revealed that motivation predicts negative results in academic performance when it comes to the issue of adequate and assured annual for Staffs in Tororo Municipality. This means that 8.6% of the reduction in academic performance in Tororo Municipality is attributed to the fact that Staffs believe annual salaries are adequate and assured.

Another factor found out that the ways in which motivation determines academic performance is that Staffs are given clear job description. The prediction is positive and statistically strong. The interpretation is that 23.2% of the improvement in pupils' academic performance in Tororo Municipality as a result of clear job description that is given to Staffs.

The school provides the teaching/learning resources. The study revealed that Staff of subjects like mathematics and science may not receive adequate materials as those of English and social studies. This calls for subject Staffs to always raise their proposals about what they need to carry on their work.

The Staff motivation also predicts negative outcomes of academic performance especially when Staffs develop mind that the teaching job is part of their life such that 7.9% of the negative change in pupil's academic performance in Tororo Municipality. This is a challenge especially when some of the Staffs refuse to go to class and conduct lessons thinking that they will get jobs elsewhere. It leads to dodging of lessons due to untimely release of salaries and lack of cooperation with their bosses.

5.2.Recommendations

In view of the above conclusions, the following recommendations were made;

A good education policy or programmed to guarantee quality outputs, it must be serviced optimally with appropriate trained and motivated teaching staff, adequately supplied with necessary facilities scholastic materials and equipment.

Schools in Tororo municipality must have adequate resources which may be divided into three categories: Financial resources, human resources and physical resources.

The research community should come in and sensitize parents on the importance of education and also encourage parents to provide their children with school necessities.

The government has to work upon the road infrastructures of places such as Tororo Municipality through expanding and tarmacking roads to enable Staffs who want to work in such.

Conditions accept to go and render diligent services to pupils and also recruit and appoint more Staffs in schools.

There is need to sustain positive environment in terms of; Staffs' prestige feeling of fulfilment and comfort at work, job security, and pleasure in learning new things, which in turn influence attainment of good academic performance in primary schools.

Municipality Education Officers are bound by the duty to coordinate with school managers and engage Staffs over issues of patiently serving pupils as they wait on gradual improvement in their standards of living.

For long now, Staffs in Uganda have been claiming that the government does not give priority to the issue of increasing Staff salaries as its promised state. On this note, this study comes with a

recommendation that the central government had to always priorities Staffs' needs especially when it comes to salaries and allowances as well as promotions. These serve as major reinforcers because Staffs who work in distant place will need to always be with their families every weekend. This is only possible if weekly allowances are provided.

5.3. Areas for further research

Due to limited time and resources, as well as scope of the study, the following areas were not tackled and they thus require attention by other researchers:

- (i) Establishing the relationship between gender differences in Staff motivation and Staff performance.
- (ii) Assessing the effect of distance to school on academic performance of pupils
- (iii) The relationship between school environment, salary structure and Staff performance
- (iv) Comparison of Staff motivation between public and private primary schools.

REFERENCES

- Aaronson, D., & William, S. (2007). *Staffs and Student Achievement in the Chicago Public High Schools.* *Journal of Labor Economics.* London: ASD.
- Afolabi, A.O. (2006). *Comparison of Private and Public School Products' Performance in Mathematics and English Language from Educational Technology Perspective.* In *lorin Journal of Education.*
- Al-Tawil, H., Abed, El-Rahman, & Lameeha, J.A.-M. (2011). *A Strategy for controlling Education problems at Jordanian Private Schools.* Saudi Arabia: Saudi PS.
- Armentano, & Dominick. (2003). *let's Re-think Class-size Amendment.* Cato Institute: Washington D.C.
- Armstrong. (2007) *A handbook of employee reward, management and practices.* UK. Ausubel, D.P. (1996) *Introgression of Job description.* California.
- Bana, D., Fressey, K., & Greace, K. (2007). *Performance Management: A Basic Reference for Development and Remuneration.* New York.
- Bennel, P., & Akyeampong, K. (2007). *Staff motivation in Sub-Saharan Africa and South Asia* London: AGT.
- Bossaert, G.S., Doumen, E., & Verschueren, K. (2011). *Predicting Students' Academic Performance and Achievement After Transition to First grade.* Johannesburg: *Journal of Applied Development Psychology.*
- Bossaert, G., Doumen, S., Buyse, E., & Verschueren, K. (2011), *predicting Students' Academic Achievement After the Transition to First Grade: A Two-Year Longitudinal Study.* New York: *Journal of Applied Development Psychology.*
- Broom, & Kafui, E. (1973). *auses of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana.* Accra: University of Cape Coast.
- Burton, N. (2000). *Marketing.* In T. Bush & L. Bell (eds.) *The principles and practice of educational management.* London: (pp. 241-257).

Coombs, P.H. (1970). *The World Educational Crisis: A system Analysis*: New York: Oxford University Press.

Das, J., Dercon, S., Habyarimana, J., & Krishnan, P. (2007). *Staff shocks and student learning evidence from Zambia*. London: *Journal of Human resources*.

Dornyei, Z. (2001). *Dornyei, Z. (2001). Motivation Strategies in the Language Classroom*. Cambridge university Press: Cambridge.

Edward, T., Margret, C., Wang, & Walberg, H.J. (1986). *Synthesis of Research/The Effects of inclusion on Learning*. *EDUCATION LEADERSHIP*, 1-2.

Elliot, Andrew, J., & Convington, M. (2001). *Approach and Avoidance Motivation* London: *Educational Psychology Review*.

Fraenkel, & Wallen. (2009). *Reliability of findings and how it influences scientific research* New York.

Gonahasa, D. (2000). *Comparative study of public and private schools johannesberg*.

Great Atlantic and Pacific School Conspiracy. (2013). *Doing your own school: a practical guide to starting and operating a community school*. London: Beacon Press. ISBN 978-08070-3172-8 Retrieved 30 May.

Griffith, Lukas, B., & Mikuska, J. (2004). *The role of social motivation and sociability of gamers in online game addiction*. Lexington: University of Kentucky.

Hanushek, E.A., Kain, J.F., Rivkin, S.G. (2008). *Staffs, Schools and Academic Performance Achievement, Working paper 6691*. Cambridge: bureau of Economic Research.

Herzberg (2004) *Motivation and hygiene UK*.

IPAR. (2008). *Radical Reform for Kenya's Education Sector: Implementing policies Responsive to Vision 2030*. New York: Policy Review, Issue (4).

Joppe, N. (2008). *The definition of Reliability*. London.

Kevin, M.C.(2008). *Beyond IQ: A model of Academic Competence and Motivation (MACM)*. New York: McGraw.

Lawshe, P. (1975). *Critical Values for Lawshe's content validity Ratio, revisiting the Original Methods of calculation*. New York: New York times.

Lockheed, M. (1991). *Improving on Evaluation and Assessment Frameworks for Improving School Outcomes*. Kampala.

Myrberg, E., & Monica, R. (2001). *Impact of Staff Competence in Public and Independent Schools in Sweden*. Molndal; Multivariate Ware.

Nahid, G. (2003). *Validity and Reliability of Research instruments, measuring results in scientific research Nairobi*.

Nyantika, B. (1996). *Poor Results due to Staffs' low motivation Nairobi: Nairobi Publishers*.

OECD. (2010). *PISA 2009 Results: Learning trends: Changes in student performance since 2000*. London: OECD.

Omotere, B., Yinger, L., & Danielson, F.(2012). *Staffs' Motivation on Students' performance in Mathematics in Government Secondary Schools, MakurdiLg Area Makuir: LG Area*.

Paristech, E. (2013). *Curiosity, intrinsic motivation and information seeking in cognitive development*. Bibitex: ENSTA.

Phelan, L., & Wren. (2014). *Reliability, the best measure for reliable research results*. New York.

Richardson, P.W., & H.M. (2010). *Current and future directions in Staff motivation research. The decade ahead: Applications and contexts of motivation and achievement*. New York: Winggt.

Ryan, R.M., &Deci, E.L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development and well-being*". Noew York: American psychologist.

Ryan, R., &Deci, E. (2000). *'Intrinsic and extrinsic motivations: Classic defnations and new directions.'* Contemporary Educational Psychology. Washington DC: Company Neric, Sogomo,

D. (1993). *Influence of Staff motivation on performance of pupils in kenya, Nairobi: FRD*.

Spear, M. (2000). *Who would be a Staff? A review of factors motivating and demotivating New York*.

Straunss, R.,&Vogt, W. (2001). *It's what you know, not how you learned to teach it>*

Evidence from a study of the effects of knowledge and pedagogy on student achievement. Paper presented at the annual meeting of American New York: Educational Finance Association.

Stumm, T.V., Sophie, Hell, B., & Premuzic, C. (2011). *Tomas "The Hungry Mind: Intellectual Curiosity Is the Third Pillar of Academic performance: Perspective on psychological Science*. London: London times.

Sylvia, J., & Hutchinson, G.(1985). *Evaluation of incentives used for Staffs in secondary: London*.

Sylvia, P.J. (2012). *Curiosity and Motivation*. Oxford: Oxford Handbook Motivation.

Trost, S.G., Johnson, R.W. (2009). Active Brief. Princeton: National Program of the Wood Johnson Foundation.

UNESCO. (2014). Teaching and learning: achieving quality for all. Education for all global monitoring report. Paris: UNESCO.

Wacha, J.(2012). Gold Attracts Uganda's Tribes ToTororoMunicipality". Tororo Uganda. Radio Network online. Retrived 8 April 2014.

Willnat, G., Gloria, B., Mande, H., &Sheeik, V. (2011). measuring worthiness of Research findings in the world. Washington DC: WDC.

World Bank. (2004). Education in Rwanda: Rebalancing Resources to Accelerate Post-Conflict. Development and Poverty Reduction. Washington D.C.: World Bank.,

Walberg (1981). Theory of Educational Productivity.U.K.

Young, B.I. (1988). Staff job satisfaction. A study of the overall job satisfaction and work facet satisfaction. A study of the overall job satisfaction and work facet satisfaction of k-8 Staffs. New York: Dissertation Abstracts International.

Appendix 1

Interview Guide

1. Is there necessity of Staffs' motivation in primary schools in Eastern division Tororo Municipality.
2. How does Staffs' motivation take place in primary schools in Eastern Division?
3. Who generates motivation of Staffs in Primary schools in Eastern Division
4. How does Staffs' motivation affect academic performance in Eastern Division?
5. How effectively can Staffs' motivation be done in primary schools in Eastern Division?

Appendix 2

Observation Checklist

1. Behaviours of both Staffs and pupils.
2. Community around the school.
3. School facilities (Staffs' house, classrooms, furniture and latrines)
4. Scholastic materials (books, instructional materials etc).

Appendix 3:

Questionnaire for Staffs, HeadStaffs and Directors of Studies

Dear respondent,

- a) I am **Okoth Benard** doing an academic research on Staff Motivation and Academic Performance among Primary Learners in Primary School Eastern Division, Tororo Municipality as a requirement for an award of a Bachelor's Degree of Education Primary.
- b) Your responses are very valuable towards the success of this project. Please, spare time, and respond to the items raised in this questionnaire.
- c) The questionnaire is divided into three (3) sections: Section A(Socio-demographic Characteristics); Section B (Staff motivation) and Section C (Academic Performance).
- d) Instructions: Please Tick the right option.

SECTION A

Social Demographic Characteristics

Please put a tick or a Circle where applicable.

1. Age

18 – 28	1
29 – 39	2
40 – 50	3
Above 50	4

1. Gender

Male	1
Female	2

2. Marital Status

Single	1
Married	2
Others	3

3. Academic Qualification

Masters	2
Bachelors	3
Diploma	4
Certificate	5

4. What is your job experience?

- (a) 1 – 5 years
- (b) 6 – 10 years
- (c) 11 – 15 years
- (d) 16+

5. How many times have you ever been promoted?

- (a) 1 time
- (b) 2 times
- (c) >2 times
- (d) None

SECTION B: MOTIVATION

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work.

1. Strongly Disagree (SD); 2-Disagree (D); 3-Undecided (U); 4-Agree (A) and 5 – Strongly Agree (SA).

1. Staffs' opportunities for professional development.

No.	Statement	SD	D	U	A	SA
1.	Staffs are offered assistance to participate in in-service courses, seminars and workshops	1	2	3	4	5
2.	Fair methods and procedures are used in Staff promotion	1	2	3	4	5
3.	Offers are made for opportunities and incentives for further studies	1	2	3	4	5
4.	The society recognizes the role of a Staff	1	2	3	4	5

2. Staffs' remuneration related factors

No	Statement	SD	D	U	A	SA
1.	The pension scheme in place offers good expectations upon retirement	1	2	3	4	5
2.	The amount if salary to Staffs is commensurate with the workload	1	2	3	4	5
3.	The payment of monthly salary is timely	1	2	3	4	5
4.	The allowances Staffs receive are adequate	1	2	3	4	5
5.	The annual salary is adequate and assured	1	2	3	4	5

3. Staffs' working conditions in their schools

No	Statement	SD	D	U	A	SA
1.	The school provides lunch and tea to Staffs	1	2	3	4	5
2.	Staffs are given clear job description	1	2	3	4	5
3.	The school provides houses to Staffs	1	2	3	4	5
4.	The school provides teaching / Learning resources	1	2	3	4	5
5.	The academic performance of students is good	1	2	3	4	5
6.	The school is located within easy reach by Staffs	1	2	3	4	5
7.	The school provides adequate infrastructural facilities	1	2	3	4	5

4. Other extrinsic factors

No	Statement	SD	D	U	A	SA
1.	Staffs show curiosity to perform their duties	1	2	3	4	5
2.	Staffs are given enough power to put right whatever is needed to fulfill their duties	1	2	3	4	5
3.	There is good relationship that occurs between administrators and Staffs	1	2	3	4	5
4.	Staffs freely interact with each other	1	2	3	4	5

5. Intrinsic Motivation

No	Statement	SD	D	U	A	SA
1.	Of the prestige a Staff	1	2	3	4	5
2.	The job brings happiness and fulfillment	1	2	3	4	5
3.	They feel duty to help educate the next generation	1	2	3	4	5
4.	They derive much pleasure from learning new things	1	2	3	4	5
5.	It is the type of work chosen to attain certain important objectives	1	2	3	4	5
6.	The job is a part of their life	1	2	3	4	5

SECTION C: ACADEMIC PERFORMANCE

No	Statement	SD	D	U	A	SA
1.	Classroom sizes favour understanding of concepts for each pupil					
2.	The behaviours of pupils determine pupils performance					
3.	Staffs in schools are competent					
4.	Pupils accurately follow Staffs' instructions					
5.	Pupils indeed like participating in discussion groups					
6.	Pupils have a high speed in learning new topic					
7.	General handwriting of pupils is good					
8.	The reading skills of pupils in schools is considerably good					
9.	Pupils really speak well both in Language one and Language two					
10.	Pupils cannot complete work without consulting Staffs					
11.	If, asked, pupils easily recall what they were taught in the past					
12.	Pupils show dislike for certain subjects					
13.	General performance of pupils in Mathematics is always above					
14.	General performance of pupils in English is always above 50%					
15.	General performance of pupils in Science is always above 50%					



**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. OKOTH BENED is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is BULUP/2022/0299

The purpose of this letter is to formally request you to allow him/her to access any information in
your organization which is relevant to his/her research.

His/her research topic is THE EFFECTS OF STAFF MOTIVATION
ON PUPILS' ACADEMIC PERFORMANCE IN
EASTERN DIVISION, TORORO MUNICIPALITY, UGANDA

Yours Sincerely,


Dr. Kaweesi Mubanga
Ag Head of Department, Education

BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024 ★
NAGONGERA CAMPUS
P.O BOX 236, TORORO (U)