

**MOTIVATION AND STAFF PERFORMANCE, A CASE STUDY OF
SELECTED PRIMARY SCHOOLS IN ATIIRA
SUB COUNTY, SERERE DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE
AND EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENT OF THE AWARD OF BACHELOR
OF EDUCATION PRIMARY OF
BUSITEMA UNIVERSITY**

FEBRUARY, 2024.

DECLARATION

I Akora Otigo Athanasius hereby declare that this research project is entirely my original effort and it has not been submitted to any institution of higher learning for any award.

Signed
[Handwritten signature]

Date.....14/FEB/2024.....

APPROVAL

I certify that this research report titled "motivation and staff performance in selected primary schools in Atiira sub-sub county Serere district was undertaken under my supervision.

Signed
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Supervisor

Date... 14th FEB. 2024

DEDICATION

This research project is dedicated my parents father Oparo Stephen Otigo and mother Akello Keletesia, and my dear wife for their love, care and sacrifice towards my education.

ACKNOWLEDGEMENT

My sincere thanks go to the almighty god for the wisdom love and spiritual guidance .to my supervisor Mr. Imai Julius Onyapidi for the timely guidance and feedback which enabled me to complete this research project in time. Special gratitude to my course mates; Otim Moses, Kidega Patrick, Gimbo Zabina, Namuhoma Jane and Nabifo Sharon for the encouragement and academic guidance they offered to me in the course of the study and undertaking of this research project. Be blessed all.

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LIST OF ABBREVIATIONS

CSRP	-	Civil Service Reform Programme
PSRRC	-	Public Service Review and Reorganisation Commission
PTA	-	Parents Teachers Association
SPSS	-	Statistical Package for Social Sciences
UNESCO	-	United Nations Educational Scientific Cultural Organization
USA	-	United States of America

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ABSTRACT

The goal of this study was to determine the impact of Staff Motivation on the Performance of Primary School Teachers in the Atiira Sub-county in Serere district. The study's goals were to determine the effect of pay on teachers' job performance, the impact of administrative school rules on teachers' performance, and the relationship between the working environment and teachers' job performance. The study used both quantitative and qualitative methods. A descriptive survey study design was used because it allowed for the collection of self-reported data from predetermined samples of respondents. Teachers and school administrators were among those who took part in the study. To collect data from the respondents, a self-administered questionnaire and an interview guide were used. The data was analyzed quantitatively and qualitatively. The study discovered that teachers' performance in primary schools is influenced by remuneration, that school administration policies influence teachers' performance in primary schools, and that there is a correlation between teachers' performance in primary schools and the school working environment.

It was discovered that when instructors are compensated, their performance improves. Primary school teachers' performance improved as a result of stronger school administration policies and a more conducive working environment. The researcher then proposed compensating teachers in order to influence their performance. Policies that improve teacher performance should be promoted by school administration. Finally, a working environment conducive to teaching and learning must be created.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, hypotheses, scope, significance and operational definition.

1.1 Background to the study

Teachers have a crucial role in shaping the next generation through education. To enable teachers to fulfill their tasks and responsibilities, their working circumstances should be conducive to optimal performance (UNESCO, 2015). The performance of teachers improves the production of new knowledge, the growth of innovative skills, and the transmission of knowledge (UNESCO, 2015). Globally, it has been noted that the performance of educators is declining. Their performance is marked by absenteeism, weak lesson planning, poor time management, decreased dedication to duty, and bad teaching, while the standing of teachers and working circumstances are also deteriorating (UNESCO, 2015). Motivation appears to influence the performance of teachers.

Scholars have attempted several definitions of motivation. Some describe motivation as the force that compels people to act or refrain from acting in a particular manner. It refers to the complete category of urges, desires, needs, wishes, and other similar forces. Any action that interacts with these forces produces a behavior, which is regarded as the driving force behind that behavior. According to Bipp, T., & Kleingeld, A. (2011), motivation is a human psychological trait that influences a person's level of commitment. It consists of the elements that cause, channel, and maintain human behavior in a committed direction. Motivation is the management method of influencing people's behavior based on understanding of what satisfies people so that they can efficiently carry out their job responsibilities.

Motivation is extremely important for the long-term development of any educational system in the globe. It likely ranks alongside professional knowledge and abilities, center competences, and educational resources and techniques as the true determinants of educational achievement and performance. Professional knowledge, abilities, and core competencies emerge when an individual feels motivated (Nousiainen, et al., 2018). There are two types of motivation: intrinsic and extrinsic. Intrinsic motivation consists of a variety of directly experienced psychological rewards, such as feelings of accomplishment, higher self-esteem, and the pleasure of learning a

new skill. Staff Motivation include all rewards offered by an external actor, such as a supervisor in the form of overtime pay, profit sharing, praise, or promotions (Wadinda A, 2022). For the purposes of this study, only staff motivation will be addressed, as the study seeks to determine how staff motivation influences Primary Teacher Performance.

Employee motivation to improve teacher effectiveness is not a novel concept. Until the third quarter of the 20th century, managers of organizations in the developed world and later in the developing world adopted motivational approaches proposed by early management theorists. The scientific management studies of Taylor recommended employing monetary incentive to encourage motivation and job effectiveness. In the early 1900s, personality and learning research in psychology led to the development of motivational programmes to improve performance by providing organizational settings that matched need satisfaction with on-task efforts (Chiniara, M., & Bentein, K. 2016). After doing the Hawthorne tests in the 1920s, Mayo concluded that workers have profound psychological needs and are driven by the belief that their organization cares about them, is open, concerned, and eager to listen. This phenomenon was known as the Hawthorne Effect (O'Connor, 2011).

Abraham Maslow's (1943) research found that people are motivated by the satisfying of their physiological requirements, which include monetary remuneration and fringe benefits, as well as their esteem and self-actualization needs, which pertain to career advancement (Maicibi, 2003). Since the 1970s and the start of the 1980s, researchers have given more attention to motivation augmentation (Chui, T. B., & bin Ahmad, M. S. 2016). New motivational strategies, such as result-oriented management, were developed. These emphasize good employee talent management through staff training, regular promotions, and generous, regular, performance-based compensation (Ortiz, 2004 & Armstrong, 2009). These innovative methods of encouragement are utilized all throughout the world.

After initiating the Civil Service Reform Programme (CSRP) in 1988 and establishing the Public Service Review and Reorganisation Commission (PSRRC) in 1989, the government of Uganda began to implement result-oriented and performance management approaches in the civil service, including the Ministry of Education and Sports, during the 1990s (The Ministry of Public Service, 2006 & Mpanga, 2009). With these ideas, it was anticipated that the public service

would provide timely, high-quality, and suitable services at the lowest possible cost to the nation and assist its development. This was due to the approaches that allowed the Public Service to clearly define its objectives and organize how and when the components of these objectives would be achieved by each ministry, by the various departments within each ministry, and by the individual level performance evaluation, which would be judged based on the timely achievement and a set of clearly defined objectives (Byarugaba, 2005).

Teachers in Uganda exhibit poor performance, and their morale is so low that pupils are not actually learning. Teachers confront significant obstacles, notably due to low remuneration, which has prevented them from meeting their personal demands. As a result, some teachers have turned to riding motorbikes or operating shops, which has increased their absenteeism and negatively impacted the education of their students (Araali, 2022). Particularly with the implementation of universal primary education, teachers are instructing more students and more lessons with less resources and facilities. Due to the increased workload and decreased compensation caused by the elimination of Parents Teachers Association (P.T.A) allowances, teachers felt demoralized and demotivated (Werner, 2011). State Minister for Public Service Seezi Mbaguta has urged dissatisfied teachers to quit their positions and ride boda-bodas if the government remuneration is insufficient (Simba, 2013). Inadequate accommodations, breakfast, lunch, promotions, and other benefits are further issues. However, there were no empirical research on the motivation and performance of primary school teachers in Uganda's Atiira Sub-county and Atiira Municipality, despite the fact that motivation appears to be crucial to teachers' work performance.

1.2 Statement of the Problem

Motivation is essential for instructors to get the desired results. No matter how well a curriculum is planned, its intended advantage will not be realized if teachers do not take their profession seriously, which is only possible if they are highly motivated (Owusuwaa, Nuamah & Manu, 2013). Teachers, like all other workers, place a high value on the various benefits provided by their employers. When these benefits are not provided, employees communicate their discontent through sub performance and a lack of dedication to their jobs (Akanbi, 2011). The government of Uganda has made efforts to reward teachers with wage increases, and some institutions additionally offer housing, breakfast, and lunch, as well as promotions and other perks (Nairuba, 2011). In some Primary schools, however, performance is deteriorating. Many of the instructors work at multiple schools and engage in additional business activities, such as operating stores

and riding motorcycles (Araali, 2013). If the issue of instructors' poor Performance of Teachers was not addressed, student learning and academic progress would be significantly hampered. Nonetheless, there were no empirical research on the motivation and performance of primary school teachers in the Atiira Sub-county, Serere district. This made it necessary to evaluate the relationship between teacher motivation and performance in Uganda's Atiira Sub-county, necessitating this study.

1.3 Purpose of the Study

The purpose of this study was to establish the role of staff motivation in terms of remuneration, working environment and administrative policies on teachers' performance of teachers in selected Primary Schools in Atiira sub-county.

1.4 Objectives of the Study

The objectives of the study were to:

- i. Find out the influence of remuneration on teachers Performance in Primary Schools in Atiira Sub-county, Atiira Municipality.
- ii. Assess the effect of administrative school policies on teachers' Performance in Primary Schools in Atiira Sub-county, Atiira Municipality.
- iii. Establish the relationship between working environment and teachers' Performance in Primary Schools in Atiira Sub-county, Atiira Municipality.

1.5 Research questions

The research questions of the study were to:

- i. What is the influence of remuneration on teachers Performance in Primary Schools in Atiira Sub-county, Atiira Municipality?
- ii. What is the effect of administrative school policies on teachers' Performance in Primary Schools in Atiira Sub-county, Atiira Municipality?
- iii. What is the relationship between working environment and teachers' Performance in Primary Schools in Atiira Sub-county, Atiira Municipality?

1.6 Scope of the Study

1.6.1 Geographical scope

The study was conducted in Atiira Sub-county in Eastern Uganda. The study was conducted in the following Schools; Asilang Primary School, Alengo Primary School, bright grammar Primary School, Apokor Primary School and Atiira Primary School. The study area was chosen due to its conformity and staff establishment with senior administrators that can easily provide the required information for the study.

1.6.2 Content scope

The research was intended to investigate the staff motivation and performance of Primary School teachers. The study was limited to staff motivation with the accruing variables of remuneration, working environments and administrative school policies and how they affect job performance.

1.6.3 Time scope

The study covered the period of three financial years, from 2021-2023. This period was selected to enable the researcher come up with coherent information from the respondents as it would enable the respondents to give responses that are objective.

1.7 Significance of the Study

The study focused on a vital part of school administration, namely the efforts of principals to encourage teachers in order to improve their effectiveness. It is intended that the findings of this study will:

Assist principals in enhancing teachers' Performance by providing Staff Motivation prizes that sustain teachers' performance. This will encourage educators to continue improving the teaching and learning process.

Provide the Ministry of Education and Sports and other stakeholders, such as donor agencies that impact the allocation of extrinsic rewards, with helpful information on policy formulation so that they can increase the effectiveness of the teachers.

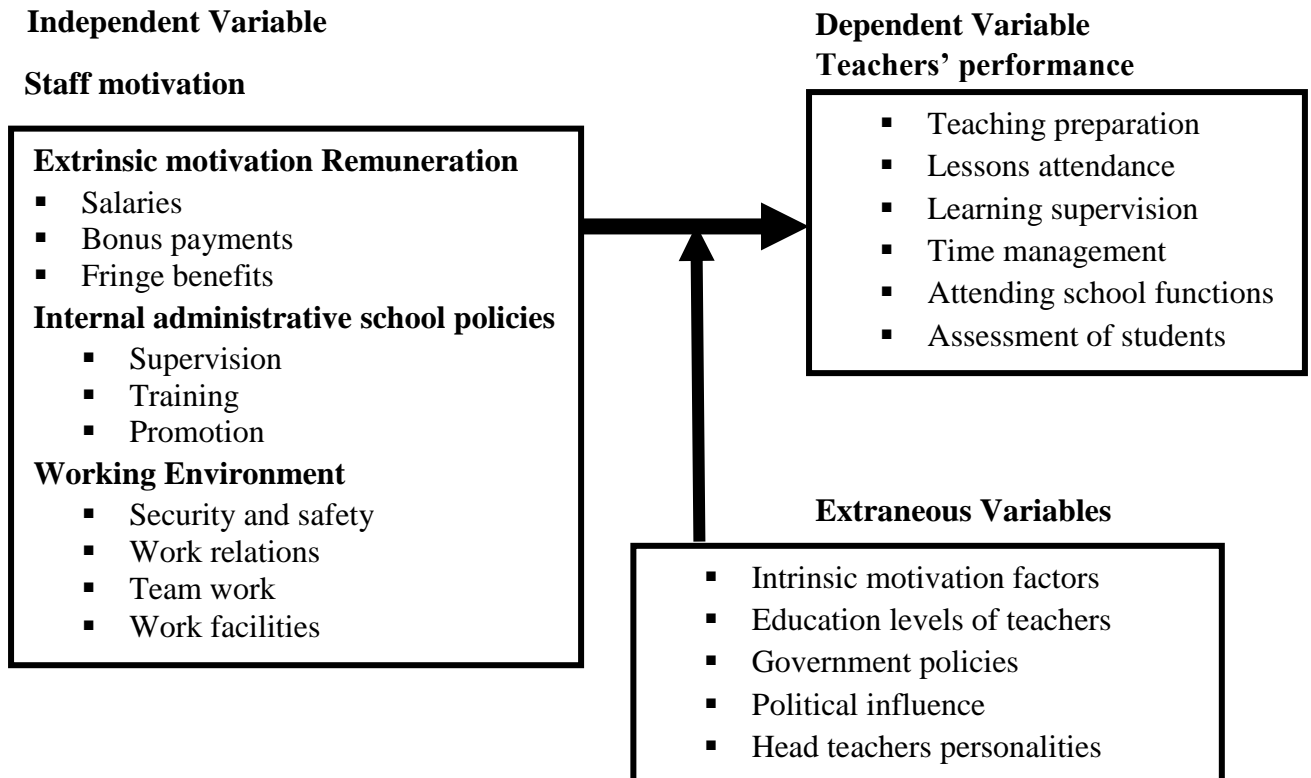
Assist other stakeholders in schools, such as parents, the Board of Governance, and local councils, in cooperating with head teachers to support the smooth operation of schools by sustaining teachers' effectiveness through proper incentive.

Help provide new knowledge to researchers and academicians so they can expand and deepen their understanding of teacher motivation.

1.8 Conceptual Framework

Figure 1.1 below illustrates the staff motivation and performance of Primary School teachers.

Figure 1.1: Conceptual Framework showing the relationship between staff motivation and performance



Source: Drawn on the ideas adopted from Chandan (2010).

According to figure 1.1 above, there is a role played by the staff motivation and performance of Primary School teachers. This is through staff motivation variables such as remuneration, working environment and internal administrative policies which promote better job performance. Remuneration includes salaries, bonus payments, fringe benefits, and the payment plan. Working environment includes security and safety, work relations, team work, and existence of work facilities. Regarding internal administrative policies these supervision, training, promotion and discipline management. This is done through teachers fulfilling their job requirements by preparing teaching plans, attending to their lessons, attending meetings, conducting weekly duty, supervising learning, time management, attending pupils parades and assemblies, attending school functions, organising games, sports and clubs, and attending to parents.

However, there are extraneous variables that may affect the effectiveness of teachers that are not extrinsic factors of motivation. These include increased self-esteem, feelings of accomplishment, satisfaction of developing a new skill, education levels of teachers and Parents Teachers Association (P.T.A.) influence, government policies, political influence, and head teacher's personalities. These were controlled by not setting instruments related to them not to affect the results of the study.

1.9 Definition of key terms

Motivation

Stoner, Freeman and Gilbert (1996) define motivation as a human psychological characteristic that contributes to a person's degree of commitment.

Extrinsic motivation remuneration: Factors that deal with job context and lead to job dissatisfaction which contribute to staff motivation.

Working environment

Working environment is the physical environment surrounding your workers while they are at work.

Job performance

Job performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube, et al., 2010).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature review. It considers the theoretical review, review the related literature and makes a conclusion on the related literature and then the research hypotheses. The content of the literature on the variables is obtained from the studies carried out by scholars on extrinsic motivation. It provides understanding and insight on the problem of the study.

2.2 Theoretical Review

This study's theoretical foundation is Herzberg's (1959) Two Factor Theory. Chandan (21010) notes that Herzberg's Two Factor Theory identifies some elements in the workplace that contribute to job satisfaction and a distinct set of characteristics that contribute to job unhappiness. According to Akrani (2010), Herzberg's theory of motivation is also referred to as the "Two Factor Theory," the "Dual Factor Theory," and the "Hygiene/Maintenance Theory of Motivation." Akrani (2010) notes that, in accordance with Herzberg, the Hygiene Factors contribute little to job satisfaction. He referred to them as "dissatisfiers" because to the fact that their absence causes unhappiness, whereas their presence does not motivate but rather prevents displeasure. The hygiene aspects satisfy a person's desire to avoid unpleasantness, but they do not inspire them to work more. When hygiene components are given, they foster a motivating environment and avoid job unhappiness. They pertain to the conditions under which a job is carried out. When an employer is unable to give sufficient amounts of these variables, work unhappiness will result. However, they will not necessarily serve as motivators if they are offered. They will simply result in employees experiencing no job discontentment. These aspects include the company's policies and administration, supervision, working environment, interpersonal relationships with superiors and subordinates, salary, job security, status, personal life, and employee benefits.

Regarding motivational Factors, these serve as job satisfaction forces. They have a positive and enduring impact on employee performance and are tied to the nature of the task. Consequently, appropriate availability of these components, the 'Satisfiers,' makes people satisfied with their jobs because they serve the fundamental psychological requirements of man. Additionally, they motivate workers in their task. These are accomplishment, recognition for accomplishment, more responsibility, the chance for growth and development, and relative and demanding work.

Motivating elements encourage subordinates to take a greater interest in their assigned tasks. They enhance the effectiveness and output of personnel. According to Herzberg (1959), motivational elements are vital for providing job satisfaction and sustaining good job performance. If the company fails to provide motivating reasons of appropriate quality, employees will not experience job satisfaction. This theory is highly relevant to the investigation because it outlines clearly the Staff Motivation elements of relevance to the study. Policies and administration of the company, supervision, working conditions, interpersonal contacts with superiors and other subordinates, compensation, job security, status, personal life, and employee benefits are included. This study focuses on these aspects of Staff Motivation. These prevent discontentment and maintain the status quo, while its absence results in job discontentment. These formed the factors of the study, which aided the researcher in correlating how principals employed them to sustain the performance of instructors and, consequently, their work effectiveness.

2.3 Extrinsic motivation remuneration and teachers' performance

One of the forms of staff incentive that enhance the effectiveness of teachers is compensation. Remuneration refers to the compensation an employee receives in exchange for his or her services. Remuneration consists of salaries, bonuses, and fringe benefits. According to Tippet (2009), money is essential for improving employee performance. This indicates that basic compensation satisfaction must be present in order to maintain work satisfaction over time. In the setting of grossly inadequate pay and benefits, salary hikes and other compensation enhancements may help to staff retention.

According to Oyedele (2010), salary and earnings are a primary form of extrinsic motivation. According to him, the influence of salaries and wages on employee performance has been supported by numerous management theories. Taylor's (1911) Principle of Scientific Management and Gantt's (1913) Works, Wages and Profits are examples. Taylor (1911) opined that pay is crucial for boosting worker morale, stating that a non-incentive wage system favors low production. He stated that if employees receive the same compensation regardless of their individual contribution to the objective, they will work less because they believe that working at a higher rate will result in the need for fewer employees, which discourages individuals from working more. Due to the absence of a minimum wage in the country, teachers' salaries did not motivate them to work better. The study evaluated how teachers' salaries impacted their job performance.

In regard to the aforementioned, Maicibi (2003) explains that compensation can contribute to job satisfaction, especially when it is closely linked to performance. This is a result of the employee's better performance. According to the New Zealand Ministry of Business, Innovation, and Employment (2013), such benefits include the right to allowances in addition to salary or earnings. Consequently, allowances are payments made to recognize the additional traits or talents that employee offers to a company, any specific obligations they may have assumed, or any unpleasant or difficult aspects of their employment. Allowances may also be used to repay an employee for fees or expenses incurred on the employer's behalf. When allowances are a regular part of a job, it is best practice to have them spelled out in an agreement or workplace policy, so that everyone is aware of when and how they apply. However, any allowances or prizes should be proportional to the employee's effort in order to motivate them. The study examined whether teachers' compensation was commensurate with their performance and how it affected instructors' output.

Pay also includes the provision of incentives to inspire workers. According to Mwita (2002), rewards can be tied to organizational performance through profit-sharing, gain-sharing, profit-related compensation, and share ownership systems. Consequently, such rewards attempt to: enable employees to partake in the success of the organization; promote employees' identification with the organization; and focus employees' attention on how they might contribute to the success of the organization. However, due to greed and corruption in Uganda, it was unclear whether head teachers would boost teachers' school allowances in response to an increase in school income; the study addressed this issue.

In addition, Oyedele (2010) asserts that although salary is the primary driver of job satisfaction, it is so only when it is judged to be fair and equal in comparison to the compensation of other employees and the employee's own efforts and contributions. In making payments, equity is therefore regarded as crucial. According to Adam's (1965) equity thesis, employees compare their personal reward/effort conditions to those of co-workers. A state of 'distributive fairness' exists when returns are equal to those of other employees in proportion to their efforts. Otherwise, the employee will experience cognitive dissonance, inconsistency, and imbalance. As a result, the employees feel uneasy and unhappy, and their effort and motivation may decrease (Graham & Bennet 1998). When employees think that the ratios of their contribution (such as experience, effort, education, and seniority) to outcomes (rewards) are comparable to those of other employees, equity exists. Inequity exists when these proportions do not correspond (Tripathi, 2004). When individuals see an inequitable circumstance, they may alter their

outcomes, mislead their perceptions of others, choose an alternative reference point, or abandon the field (Cole, 2004). This study therefore examined the fairness of teacher compensation and how this motivated performance.

Important contingent benefits include acknowledgment, recognition, and prizes for successful work, according to Lumley et al. (2011). Consequently, employee discontent may develop if an employee thinks that their efforts are not acknowledged or that their rewards are not proportional to their performance or individualized to their requirements. According to Lowe (2006), rewards that include incentives are crucial. Consequently, delivering incentives to educators has been an effective technique for several institutions. It appears that bonuses and salary increases are the most popular methods for recruiting and keeping new instructors. However, incentives should be accessible to instructors for the duration of their employment. Despite the fact that many schools are enrolled in the Universal Primary Education program, it is unclear whether the schools in Atiira Sub-county, Atiira Municipality offered financial incentives to teachers for greater performance. This was studied by the study.

Additionally, fringe perks stimulate employee performance. These are employee benefit packages such as on-campus housing and numerous others (Casco, 2003; Bernadin, 2007). First, fringe benefits are an integral part of workers' compensation. In 2006, benefits comprised thirty percent of total remuneration for all civilian workers in the United States. Some benefits, such as Social Security and Medicare, are mandated by law and account for around 27 percent of all benefit income. The remaining 73 percent of benefit income consists primarily of paid leave, insurance, and retirement and savings plans. These benefits are frequently exempt from taxation, making them cheaper to obtain through an employer than the market. Therefore, cheaper perks should enhance employee job satisfaction (Artz, 2008). Despite the fact that this discussion demonstrates the importance of fringe benefits such as Social Security and Medicare, paid leave, insurance plans, and retirement and savings plans, the majority of these benefits, including medical care, insurance, social security, and paid leave, are lacking in poor economies and schools. Even those that do exist, such as retirement and savings plans, are not assured, as obtaining a pension is challenging and savings programs are uncommon in schools, particularly in the United States. Thus, the researcher evaluated the existence of potential ancillary advantages and their impact on teacher performance. In accordance with the study, the aforementioned literature identifies fringe benefits as a crucial component.

2.4 Administrative School Policies and Performance of Teachers

Administrative policies are essential for the operation of schools, as they are for other organizations. Gove (2000) defines policy as a clear course or method of action, chosen from alternatives and in light of given circumstances, to guide and decide the present and future actions. Consequently, administrative policies are the plans that direct the operation of institutions. They involve the process of making significant decisions, which includes the identification of various alternatives, such as programs or spending priorities, and the selection of one based on the impact that they will have. Policies can be viewed as a collection of political, management, financial, and administrative processes designed to achieve specific objectives. This section is relevant to the study since it discusses administrative policies. This is consistent with the purpose of the study, which was to determine how discipline is administered and how it enhances instructors' work ethic, resulting in enhanced performance.

Institutional policies like promotion and training are also external variables. A promotion is the advancement of an individual from one job position to another with a better income range, a higher level job title, and frequently more and higher level job duties. Occasionally, a promotion leads in a person assuming managerial or supervisory responsibilities over the work of other employees. With a promotion, decision-making authority tends to increase as well. Employees regard promotions as desirable due to its impact on salary, authority, responsibility, and the capacity to influence broader organizational decision-making. A promotion raises the employee's position, which is a visible indication of the employer's appreciation. A promotion is a kind of acknowledgment for employees who make substantial and productive contributions to the workplace (Heathfield, 2013). This is relevant to the study since the study evaluated the promotion opportunities for instructors, which motivated them to perform well.

Training is another crucial aspect of the policies of organizations, such as primary schools. Continuous staff training and development are essential for businesses operating in an environment characterized by rapid transformation (Graham & Bennet, 1998). Principals must motivate instructors who operate in a dynamic atmosphere. If students do not progress, the teachers will feel out of place and demoralized. Training boosts employee morale and fosters stronger interpersonal ties (Hannagan, 2002). If teachers are to have job satisfaction, head teachers must encourage staff development. In respect to the preceding, training is being studied as a Staff Motivation variable. The purpose of the study was to determine how training opportunities are administered to improve job satisfaction and what might be done to increase job satisfaction.

Supervision is an integral component of school administration. It aims to increase the efficacy and productivity of a project or organization. It is based on objectives established and activities planned during the work's planning phases. It aids in keeping the job on track and can alert management when problems arise. It is a vital tool for good management if done correctly, and it gives a solid basis for evaluation (Shapiro, 2001). Supervisors are the first level of management and are tasked with forming and leading work groups inside organizations. As an intermediate between management and operational staff, they perform a vital role. Supervisors supervise the policies, procedures, and plans of the organization. Supervisors discover daily routine and short-term personnel issues and report them to the upper management for additional action (Azman, 2009). This study evaluated whether the monitoring of schools by principals and their administrative teams led to improved student achievement. Management of schools must also address the administration of discipline as an important policy. Discipline is the enforcement of organizational standards by management. All members of educational organizations, such as schools, must strictly adhere to numerous performance-enhancing behaviour patterns in order to fulfil their goals. For discipline management to inspire job performance, however, management must ensure that employees have previous knowledge of rules and regulations that disciplinary actions are applied consistently, and that disciplinary actions are objective and impersonal (Okumbe, 1998). Principals are required to have the ability to manage disagreements, to be creative, and to have strong networking abilities. Possible cause of the low performance of teachers in primary schools is ineffective discipline management. In light of the aforementioned literature, the purpose of this study was to determine the current state of discipline management in primary schools in Atiira Sub-county. This helped establish how discipline management as an administrative school policy affected teachers' work performance.

According to Fiedler and House (1988), the physical expressions of the new leadership style are the product of a post-bureaucratic organization in which bureaucratic processes have been eliminated. Individuals and teams are empowered at the point of delivery, and there are open information networks. According to the aforementioned literature, for workers to obtain job satisfaction, all teachers must be involved in all school tasks to facilitate work. The issue with this form of leadership, however, is that it assumes all teachers are accountable, so diminishing the function of supervision, which may result in the failure to carry out certain activities that require choices from upper management. This influenced the study's examination of how new models of administration were being utilized to inspire instructors and improve performance, which is related to the aforementioned literature.

Responsibility decentralization is one of the most essential administrative school policies in schools. According to Chandan (2010), decentralization allows junior level managers and supervisors the authority to make decisions relative to their jobs and within the organizational policy guidelines, and their decisions are often extremely relevant because they are near to the operational theatre. Subordinates typically respond positively to the delegation of authority. They become more accountable and committed to their work, and they take pride in their authority. In addition, they believe that such decision-making authority prepares them for executive-level employment. In addition to giving individuals a sense of rank and respect, the ability to make decisions fosters loyalty, commitment, and a sense of belonging. However, excessive decentralization may result in inactivity since junior-level managers and supervisors may be unable to make appropriate judgments. The purpose of the study was to determine how the decentralisation of school activities affected the motivation and performance of instructors. In light of the preceding, it is clear that teachers have varied obligations in their respective schools.

2.5 School working environment and performance of teachers of the teachers

Equally vital in school administration is the work atmosphere. Staff security and safety is a crucial aspect of a productive work environment. According to Kendra (2010), as one advances to the second level of Maslow's hierarchy of needs, the requirements become somewhat more complex. In this level, security and safety requirements become Primary. People desire control and order in their life, and this desire for safety and security significantly influences their actions. The fundamental requirements for security and safety include financial security, health, and protection from accidents and injuries. Finding a stable employment, acquiring health insurance, depositing funds into a savings account, and relocating to a safer neighborhood are all examples of activities motivated by the need for security and safety. People desire a predictable, orderly society in which apparent unfairness and inconsistency are under control, and where the familiar is prevalent and the new is uncommon. According to enol (2011), an employee's safety needs include having a secure employment and being safeguarded against income loss, physical threats, criminality, and hazardous duties.

Employees enjoy employment stability. However, unemployment is a significant issue that nearly every nation faces today. Although the reasons may vary, it appears that job security is declining. Among the most important causes of declining job security are demographic shifts and government actions (Smith, 2010). Particularly during economic downturns, job security is one of the most significant motivators for employees. The assumption that employees will not lose their employment or will remain with the same organization for as long as they desire is a powerful motivator. Consequently, job security is one of the most crucial elements of employee satisfaction, which reflects the employee's general attitude toward his or her employment.

According to enol (2011), job security is regarded as an employee's inalienable right, since it ensures that the employee and his or her family will not be robbed of their income and that the employee will live an honorable life. The preceding discussion clarifies the significance of job security. However, whereas government school teachers were promised employment, private school teachers were not. This prompted the study to examine job security in schools, particularly private schools, and its effect on teacher job performance. In contrast to the aforementioned head teachers, teachers' job stability motivates and retains them in the teaching profession.

Working circumstances are an extrinsic incentive that motivates individuals to maintain their employment. The conditions in which employees do their duties have a significant impact on their general health, effectiveness, and output (Naik and Pradhan, 2010). Good working conditions are extremely desirable, according to Chandan (2010), because they increase physical comfort. People place a high value on a clean and organized workplace, and aspects such as heating, air conditioning, humidity, lighting, noise level, and ideal work schedules all contribute to a greater degree of satisfaction. The conditions depicted here are, however, those of industrialized nations. This contextual void prompted the study to analyze the working conditions of teachers in the Atiira Sub-county and how they motivate teacher job performance.

Workplace relationships are a significant influence in driving job performance. Maslow (1943) emphasized this in his theory of the hierarchy of needs when discussing belonging. According to Maslow (1943), workers desire acceptance and a sense of belonging. These requirements include affection, friendship, and social engagement.

Roa and Narayana (1997) elaborate that Elton Mayo discovered in his Hawthorne studies that group standards are quite effective at determining individual production. Happy employees are productive employees, and attention motivates them to exert greater effort at work. The views of the Human Relations School are reflected in Fiedler's Contingency Theory (1967). This theory describes the trait of a good leader as leader – Member Relations, which refers to the level of mutual trust, respect, and confidence between the leader and subordinates (Okumbe, 1998). Employees seek an environment in which they are understood, valued, and desired. Apparently, this is the cause of "polarisation," in which individuals with similar backgrounds and opinions seek to congregate. Perhaps "Love thy neighbor" has a great influence (Chandan, 2010).

Effective employee interactions are crucial to overcome negativity in the workplace. Effectively motivating individuals on the job are interactions between superiors and subordinates and between members of the business and customers. If their supervisors treated them with warmth and sincerity, employees would comply with commands more willingly. Management should therefore play a constructive role in fostering a harmonious environment. They can accomplish this by organizing activities such as tea breaks, birthday or wedding anniversary parties, and trips (enol, 2011). If employees perceive that management is worried about their well-being and supervisors are attentive to them, they will work more. Informal work groups are beneficial to productivity. Human relations, including associations and friendships with co-workers, influence the working life of employees. Frequently, group pressure rather than managerial commands positively affect employee performance (Montana & Charnov, 2008). It was unclear whether strong relations existed between teachers and principals, as corruption issues in schools led to confrontations between instructors and principals. This literature is relevant to the study since the study explored the relationships between principals and teachers and how this affected the teachers' work performance.

Teamwork and team building are equally crucial in terms of staff motivation in school administration. Teams and teamwork are among the most essential factors that can encourage employees inside an organization. According to Bush and West (2002), all schools and institutions work on a team basis. There are formal and informal varieties. Teamwork, according to Gebremedhin and Schaeffer (2010), is when individuals collaborate to achieve a shared set of goals and objectives. In this period of cooperation and group interaction, leaders do not direct through rules but rather by connections. The manager's approach results in teamwork. Managers should focus on fostering mutual trust with subordinates. This might be an employee-focused strategy characterized by the manager's care for his or her staff. The manager's actions foster mutual confidence and two-way communication. Teamwork is a good method for achieving well-defined, technical priority objectives, and it helps bring individuals together around these objectives. Teamwork generates synergies that are dynamic within a group. However, given the shortage of resources in the schools, it was unclear whether principals could simply gain the trust of teachers who were dissatisfied with their living conditions.

This study aimed to determine collaboration and how it influenced teacher effectiveness. Nonetheless, teamwork is contingent on managers (head instructors) fostering mutual trust and two-way communication. Some principals' characteristics are discouraging, so hurting teacher performance.

The availability of work tools or facilities is another extrinsic element that influences worker motivation and job performance. According to Maicibi (2003), personnel require adequate equipment for job performance. This will increase the degree of employee interest in the job and decrease the rate of turnover. Facilities in Primary Schools include laboratory equipment, library facilities, offices, visual aids, and instructional supplies. Due to the absence of education development in the Atiira Sub-county, however, schools lack or have inadequate work facilities. The purpose of the study was to determine how the efforts of principals to offer work facilities affected the teachers' job performance.

Favourable working atmosphere ensures the teachers' comfort. This involves providing staff with housing. Lack of sufficient living quarters, according to Lowe (2006), is a leading cause of high teacher turnover in rural schools. This is because instructors who must travel significant distances to work due to a lack of housing are more likely to leave their professions than teachers who reside in or near their school's community. Living quarters must be supplied either at no cost or for a small monthly rental fee. This indicates that school housing is essential for instructors. Living on campus improves teachers' attendance and punctuality at school. Due to the paucity of resources in schools caused by the implementation of Universal Primary Education and Universal Primary Education, it was unclear whether the schools offered housing. Therefore, the researcher evaluated whether schools supplied instructors with housing and whether this enhanced their work performance.

2.6 Literature gap

According to a review of the relevant literature, no study relating motivation to teacher performance was done in selected Primary Schools in Atiira Sub-county. Consequently, a research gap existed in examining the relationship between motivation and teachers' performance in selected Primary schools, the factors of motivation that influence teachers' performance, and whether teachers' motivation and performance differ in Primary schools in the Atiira Sub-county. In light of this, the study hypothesized information regarding research gaps.

This chapter looked into motivation and instructor performance, as well as the relationship between the two. Based on the aforementioned literature, I can conclude that motivation, as confirmed by Wood (2000) and Koestner (1999), can have a real effect on teachers' performance, and that the clear link between motivation and teachers' performance allows us to investigate the validity of various aspects pertaining to Atiira Sub-county.

However, because no clear researcher has examined the effect of motivation on instructor performance, the significance of this research is questioned.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the study's research design, population, sample size and selection, sampling methods, research instruments, and procedure for data collection, data analysis methods, and ethical considerations

3.1 Research Design

A research design is a comprehensive plan that outlines the steps involved in conducting research (Amin, 2005). Based on quantitative and qualitative approaches, this study used both descriptive and cross-sectional survey research designs. According to Creswell (2009), quantitative methods are more objective and aid in investigating the relationship between the identified variables. This study also used qualitative approaches that included in-depth probing and the use of subjectively interpreted data. According to Kothari (2004), qualitative researchers seek an in-depth understanding of human behavior and the factors that influence it.

In sampling, data collection, data quality control, and data analysis, a triangulation of quantitative and qualitative approaches was used. Triangulation was used to obtain high-quality data. The use of multiple methods to collect data on the same topic is referred to as triangulation (Somekh and Lewin, 2005). This is a method of ensuring the validity of research by employing a variety of methods to collect data on the same topic (Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau 2009). However, the goal of triangulation is to capture different dimensions of the same phenomenon rather than to cross-validate data (Kothari 2004).

3.2 Population of the Study

A population is the entire set of factors from which conclusions can be drawn (Cooper and Schindler, 2001). The study's 110 participants included 105 teachers and 5 head teachers. This is a list of the instructors and principals employed by a few primary schools in the Atiira Sub-county.

3.3 Sample size

A total of 110 people were included in the sample, including 105 instructors and 5 head teachers. For the questionnaire survey, Krejcie and Morgan's 1970 Table of Sample Size

Determination recommends 84 teachers and 5 administrators, who were primarily the head teachers (see Appendix A).

Table 3.1: Population Distribution and Sample

Category	Population	Sample	Sampling Techniques
Teachers	105	84	Simple random sampling
Head teachers	5	5	Purposive sampling
Total	110	89	

3.4 Sampling Techniques

Both simple random sample methods and purposeful sampling methods were used in this investigation.

3.4.1 Simple Random Sampling technique

In simple random sampling, the sample is drawn without regard to individual units, giving every member of the population an equal chance of being chosen (Burns, 2000). Size and particular examples vary depending on the study's goal (Oso & Onen, 2005). Each person was picked randomly and only by chance using basic random sampling, providing every member of the population the same chance of being chosen for the study. Simple random sampling is a sampling technique where the researchers select study participants at their discretion. To the extent that they were accessible at the time of data collection, teachers in this study were sampled using a simple random sampling approach (Kakinda-Mbaaga, 2000). So, it was simple to collect all respondents using simple random selection at the respondents' convenience and during times when they were available at school.

3.4.2 Purposive sampling technique

With a purposeful sampling technique, the researcher selects study participants who can provide private information that cannot be obtained from the other study participants.

Purposive sampling was used to choose school administrators for the study since they are directly in charge of staff motivation, policy implementation, and performance evaluation.

Since administrative personnel also maintains records on instructors' performance, they are most suited to provide the in-depth information needed for the study.

These were the principals of the chosen institutions. The size and particular cases depend on the goal of the investigation (Oso & Onen, 2005).

3.5 Data collection instruments

An interview guide and a self-administered questionnaire were the two research tools employed in the study.

3.5.1 Self-Administered Questionnaire

According to Dick, Bob Convergent (2018), a questionnaire is a research tool made up of a number of questions and other prompts used to collect data from respondents. It was adopted because it is extremely practical and allows for the quick and reasonably inexpensive collection of vast volumes of data from a big number of people. Respondents self-administered questions, both open-ended and closed, for the study. Before beginning the real data collecting, the questionnaires were initially pre-tested. This approach was chosen, and the researcher physically filled out surveys before submitting them.

3.5.2 Interview Guide

To get comprehensive data, the researcher conducted interviews with teachers and head teachers. The relationship between staff motivation and performance of primary school teachers in the Atiira Sub-county served as the basis for the interview guide. The respondents' unprompted response was guaranteed by interviews. All five head teachers were looked into.

3.6 Data control

This shows validity and reliability of data as follows;

3.6.1 Validity of the Instrument

Enon (2002) established content-related validity, which is the degree of substance in the study. Via discussions with the researcher's supervisor, coworkers, and a research expert, content validity was verified. The research specialist contributed to making the research instruments' validity stronger. The instruments' validity was confirmed using the Content Validity Index. With the assistance of two research consultants, an inter-judge content validity measure was developed. The equation is;

$$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items}}$$

The CVI for the questionnaire obtained was 0.883 (Appendix IV). For the Interview guide CVI obtained was 0.823 (Appendix V). The results proved that the instruments were valid since they were all above 0.70. Amin (2005) observes that in a survey, the least CVI recommended in a survey study should be 0.70 (or 70%). Some adjustments were made to make the questions more valid.

3.6.2 Reliability of the Instruments

Reliability was assessed in light of the data's makeup. Peer debriefing, sustained participation, and audit trails were methods for ensuring the credibility of qualitative data. The researcher could adjust to the respondents' needs. To ensure data accuracy, data was routinely verified, the focus was maintained, and problems were identified and fixed (Morse et al., 2002). By utilizing SPSS 17.0 to calculate Cronbach Alpha (α) to demonstrate inter-correlation between research items, reliability for quantitative data was established (Statistical Package for Social Sciences). The reliability of the instruments used in this study was found to be 0.7819, and only minor changes were required.

A dependability of 0.70 suggests that the instrument's generated scores are 70% consistent (Siegle, 2002). The Alpha co-efficient was used by the researcher since it was simple and straightforward to use and because it fit a two- or more-point rating scale. The respondents received 15 questionnaires from the pilot study, which used a Likert five-point scale.

3.7 Research Procedure

The researcher was given permission to go to the field by a letter from the dean of the faculty of education. The letter was presented by the researcher to the school administrators, who then introduced him to the respondents. Interviews were done by the researcher, who also gave the questionnaires. Each questionnaire was sent with a letter outlining the overall goal of the investigation. The researcher recorded the key points raised by the respondents during the interview process.

3.8 Data Processing and Analysis

3.8.1 Data Processing

Editing, coding, classifying, tabulating, and graphical presentation were all part of the data processing process (Hall, 2010). The gathered information was adjusted to maintain accuracy and consistency while making it clear and straightforward. Statistical Package for Social Science (SPSS) version 20.0 was used to enter and analyze the data using descriptive statistics, correlation analysis, and multiple linear regression analysis. To calculate the causal association between the independent variable (motivation) and the dependent variable (teachers' performance), multiple linear regression models were utilized.

3.8.2 Data analysis and presentation

Analysis of quantitative data

For each of the variables included in the study, quantitative data was given as descriptive statistics using percentages, means, and standard deviations. Pearson's correlation statistics were utilized in bivariate analysis to examine the correlations at a 95 percent confidence level or a 5% level of significance. For a multivariate analysis, all internal audit function variables with a bivariate level of less than 5% were taken into consideration. ANOVA statistics, coefficient of determination (R^2), beta, t values, and significance values as supported by authors like Amin, (2005), Descombe, (2008), and Sekeran (2010) were reported in the regression analysis, which was specifically done.

Analysis of qualitative data

Themes, meanings, and/or issues that emerged from the material learned during interviews were explored through the systematic coding and classification of qualitative data from interview scripts, notes, and comments into broad descriptive categories. To create context for the study issue, these data were further connected to the research objectives and questions (Sekaran, 2003). The process of creating explanations or descriptions from qualitative data was used to interpret it. It was further supported and shown using quotes or descriptions.

3.10 Ethical Considerations

All respondents gave their free and informed agreement to take part in the study. As some respondents preferred not to have their names revealed, anonymity was maintained. The respondents gave their permission to take part in the survey. The researcher handled the responses in a discreet manner. Respondents were informed that their participation was optional and that the research would not put them at risk directly or indirectly.

3.11 Study limitations

The study's limitations were as follows for the researcher:

The study was hampered by the fact that some statements in the questionnaires were not completed, and some questionnaires were lost. Nevertheless, the study used a variety of methods to gather information, including interviews and small-scale observations.

However, more explanations were given that the information is only for academic purposes and not for any other business, and the respective heads played a significant role in introducing the researcher in order to be believed. It was not easy to get information from the respondents because some people were biased to give information about their operations that is critical like reports.

The study was expensive, particularly in terms of secretarial work, transportation, and communication. Yet, the researcher asked parents and other relatives for financial assistance.

Time restraint: The researcher anticipates that finding enough time to complete the investigation will be difficult. Yet, the researcher made the most of the short amount of time available by using research aids.

Methodological limitation: Due to the researcher's inadequate computer expertise in processing the raw data, statistical data analysis may prove difficult. To get around the restriction, the researcher had to employ data statistics.

Limitation of the literature review. The researcher may incur considerable transportation costs to the library on the Nagongera campus for a literature evaluation due to the lack of modern library facilities close to where the research study was done. But, the researcher who had the time did it by using internet resources.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The presentation, analysis, and interpretation of the study's findings are provided in this chapter. The goal of the study was to determine how staff motivation-including pay, the workplace environment, and administrative policies-affected teachers' performance in primary schools. The study's main objectives were to determine how pay affected teachers' job performance, evaluate the impact of administrative school rules on teachers' performance, and establish a link between the working environment and teachers' job performance. The study's findings, analysis, and interpretation are presented in Section 2 in the order that the study's objectives were addressed.

4.1 Background Characteristics of the Respondents.

This section provides background information about the respondents, including their years of experience working in schools, the duties of their teachers, their degree of education, and their employment conditions. This information was deemed necessary because respondents' backgrounds had a significant impact on their capacity to provide accurate information on the study variables.

4.1.1 Number of Years in the Schools

The number of years the respondents had attended the schools was requested of them. This was done to see if they were already familiar with the dynamics of how their particular institutions operated. Table 4.1 is a presentation of the findings.

Table 4.1: Frequency Distribution of the Number Years of the Teachers in the Schools

Years in the school	Frequency	Percentage (%)
1-2 years	14	16.7
3 - 5 Years	30	37.7
6 and above	40	47.6
Total	84	100.0

Source: Primary Data

While a teacher normally qualifies to be transferred from a school after five years, Table 4.1's presentation shows that the majority of respondents had been there for a sufficient amount of time, or six or more years. This was useful in determining whether granting teachers with school-based positions of responsibility, allowances, and increments correlated with the number of years

they had worked there. Also, the length of time professors had taught there may attest to the applicability of the material given.

4.1.2 Education Level of the Respondents

The researcher was also interested in the level of education of the respondents. Data was collected and is presented in Table 4.2 below:

Table 4.2: Distribution of Education Levels of Teachers

Education levels	Frequency	Percent
Grade Three	69	82.1
Diploma	11	13.1
Bachelor degree	4	4.8
Total	84	100.0

Source: Primary Data

Table 4.2 shows that the majority of the respondents 69(82.1%) were grade three holders followed by 11(13.1%) grade five diploma holders and 4(4.8%) were degree holders. The findings show that every instructor possessed the credentials required to work in primary schools. The qualifications of the respondents served as the foundation for analyzing the promotion opportunities offered in connection to educational attainment and pay equity.

4.2 The Findings of the Study by Hypotheses

The study's analysis and interpretation of its findings in light of its hypotheses are covered in this part. Data was analyzed based on tests of the hypotheses, and qualitative information from interviews was used to support the test statistics' findings.

4.2.1 Findings on the influence of remuneration on teachers' performance in Primary schools in Atiira Sub-county

The test statistic results on this hypothesis that remuneration influences performance of teachers are presented in Table 4.3.

Table 4.3: Remuneration and Performance of Teachers

ITEMS	SA	A	U	D	SD	df	A	χ^2	Asymp. sign
Salary is motivating so the main factor that keeps you teaching	21.2	31.1	4.5	24.2	18.9	4	.05	82.667	.000
Commensurate regular allowance on top of the salary motivates teachers to work harder	22.0	24.2	-	22.0	31.8	3	.05	3.455	.327
Allowance increases with increment in the school income	19.7	22.7	-	25.0	32.6	4	.05	4.788	.188
The salary paid is equitable that makes increased work effort	37.1	22.7	4.5	25.8	9.8	4	.05	44.591	.000
Payments related to performance increases work effort	9.8	26.5	2.3	36.4	25.0	4	.05	49.667	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 26.4
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.0.

Key: SA = strongly agree, A= agree, U=undecided, D=disagree, SD= strongly disagree and Asymp. Sig = Asymptotic (calculated probability)

Table 4.3 shows that the Chi-Square test results for the items are high between 23.227 and 82.667 at calculated probability (Asymp. Sig) 0.001 except for two items with low Chi-Square of 3.455 and 4.788 at calculated probabilities of .327 and .188 indicating existence of no relationship between the variables and teachers' effectiveness. However, with most of the items presenting high Chi-Square Test results and low calculated probabilities, generally these results mean that remuneration influences job performance of teachers in Primary Schools. This is because for most of the items, the calculated probabilities were lower than the α -level 0.05 level of significance, thus retaining the first hypothesis.

4.2.1.1 Salary and Teachers Long Tenure

This item investigated whether the salary for teachers was motivating and so the main factor that kept them in teaching profession. The statistical test produced a chi square value of 82.667 at a calculated probability (Asymp. Sig) of 0.001 was obtained. This means that salary kept teachers on their jobs. Frequency percentages indicate that the larger number of respondents 31.1%

agreed, 21.2% strongly agreed while 4.5% were undecided. Those who disagreed were 24.2% and 18.9% strongly disagreed. Whereas the larger number of the respondents 52.3% strongly agreed and agreed respectively, still those disagreeing were a big number of (43.1%) disagreeing and strongly disagreeing meaning that salary was not fully motivating to keep the teachers on the job.

4.2.1.2 Existence of Regular Allowance Commensurate to Effort

A chi-square value of 3.455 at a calculated probability of (Asymp. Sig) .327 was obtained on this item asking whether the schools paid the teachers regular allowances on top of their salaries commensurate to their effort hence working harder. The test results indicate that the research item was rejected. These results obtained from frequencies also in agreement. This was because the larger number of the respondents of the respondents 31.8% strongly disagreed and 22.0% strongly agreed. Those disagreeing and strongly disagreeing were a total of 53.8%. Those who disagreed were 24.2% and 22.0% disagreed. This means that although the teachers received allowances on top of their salaries, the allowances were not commensurate to effort. In the interviews with head teachers it was indicated that teachers received small pay as responsibility allowances because the schools lacked funds since students did not pay.

4.2.1.3 Allowance Increment in the School Income

The chi-square for this item asking if the allowances the school paid to teachers increased with increment in the school income was at 4.788 a calculated probability (Assymp. sig.) of .188. This statistic test indicates the acceptability of the results. This was also reflected by the frequencies. The larger number of the respondents 32.6% and 25.0% strongly disagreed and disagreed respectively. Those strongly agreeing were 22.7% and 19.7 % agreed. These results mean that largely, allowances did not increase with increment in the schools' income. The head teachers in their responses also conceded that there were no allowances of any significance paid to the teachers.

4.2.1.4 Equitable Salary

On this item, investigations focussed on the fairness of salary to teachers according to their levels in relation to those staff members with equal qualifications and appointments and how this affected their performance. The results obtained on whether the salary paid to the teachers were fair according to their levels in relation to those staff members with equal qualifications and appointments were a chi square value of 44.591 at a calculated probability (Asymp. Sig) of 0.001. The frequency percentages were also in agreement. The majority of the respondents 37.1% and 22.1% strongly agreed and agreed respectively with only 6 (4.5%) remaining

undecided. Those who disagreed were 25.8% and 9.8% strongly disagreed. The head teachers indicated that there was equitability in salary. According to the head teachers, the problem was that the government did not consider those upgrading from diploma to degree and did not have consideration for a master's degree. Moreover, even the increment according to experience was minimal and at times not available that the teacher could not realise it.

4.2.1.5 Payments Relating to Performance Effort and Increased Work Effort

To motivate employees, payment must be related to performance effort. The results obtained on whether pay was related to performance effort show a chi square value of 48.227 at a calculated probability of (Asymp. Sig) 0.001. However, the frequencies were in disagreement. This was because those who disagreed were higher with 36.4% and 25.0% strongly disagreeing and disagreeing respectively. Those who were undecided were 2.3%, those agreeing 26.5% and strongly agreeing 9.8%. In the interviews with the head teachers, they indicated that they would have wished to allowances to the teachers, because this motivates teachers to put in more but schools did not have money.

4.2.2 Test statistics for hypothesis one: School Administrative Policies Influences

Performance of Teachers in Primary schools

The test statistic results on this hypothesis that school administrative policies influence their effectiveness are presented in Table 5.

Table 4.4: School Administrative Policies and Teachers Performance.

ITEMS	SA	A	U	D	SD	df	α	χ^2	Asymp. sign
Promotional chances available motivates higher performance	33.3	34.1	11.4	14.4	6.8	4	.05	43.303	.000
Training opportunities motivates long tenure	17.4	39.4	6.1	16.7	6.8	4	.05	38.833	.000
Supervision promotes higher performance	22.7	37.9	3.8	28.0	7.6	4	.05	53.379	.000
Discipline management improves work ethic	18.2	34.1	7.6	25.0	15.2	4	.05	26.712	.000
Involvement in school management motivates higher performance	10.6	38.6	15.2	15.9	19.7	4	.05	31.409	.000
Functional departments motivates higher performance	15.9	37.1	15.9	20.5	10.6	4	.05	27.394	.000
Saving and funds mobilisation schemes make you get interested in the school interested	6.8	20.5	12.1	42.4	18.2	4	.05	48.985	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 26.4.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.0.

Key: SA = strongly agree, A= agree, U=undecided, D=disagree, SD= strongly disagree and Asymp. Sig = Asymptotic (calculated probability).

Table 6 shows that the Chi-Square Test results for the items are high between 26.712 and 68.985 at calculated probability (Asymp. Sig) 0.001. These results mean that the research hypothesis that school administration policies affect teachers' Performance of Teachers in Primary is retained and the null hypothesis (H_0) that school administration policies do not affect teachers' Performance of Teachers in Primary is rejected. This is because for all the items, the calculated probability was lower than the α -level 0.05 level of significance.

4.2.3 Promotion Opportunities and Teachers Higher Performance

Promotions are an important component of employee motivation. Therefore, the study sought to establish whether the promotional chances available for the teachers motivated higher performance. The results of the test statistics obtained in this item were a chi-square value of 43.303 at a calculated probability of 0.001 indicating acceptability of the results. This was supported by the frequency percentages with the majority of 34.1 % and 33.3% agreed and strongly agreed respectively while 11.4% were undecided. Those who disagreed were 14.4% and 9 6.8% strongly disagreed. According to the head teachers' responses, they indicated that the way of getting promoted was irregular. It was pointed out that officially one needed to continue filling appraisal forms year after year until positions of deputyship or headship were advertised. It was also pointed out that the requirement for becoming a deputy head teacher was to be in acting position with appointment for a period of more than two years. For headship, one also needs to be in a position of a deputy head teacher for more than two years. However, it was indicated that those conditions were not a guarantee because of corruption in the system. Accordingly, some teachers became head teachers or deputy head teachers even when they have never been heads of departments or class teachers. The views of the teachers were backed up by the head teachers.

4.2.4 Training Opportunities and Teachers Long Tenure

The results obtained on this item asking whether there were training opportunities to motivate to keep teaching were a chi square value of 38.833 at a calculated probability of (Asymp. Sig)

0.001. The frequency percentages were also in agreement with the larger number of the respondents 52 39.4% and 17.4% agreeing and strongly agreeing respectively that training opportunities motivate teachers to keep teaching. Only 86.1% were undecided, 2216.7% disagreed and 20.5% strongly disagreed. These results implied that training opportunities were available for the teachers and these motivated them to keep in the teaching career. During the interviews with the head teachers, the head teachers generally indicated that they encouraged teachers to go for further studies especially for those who undertook holiday studies because there was no provision by the Ministry of Education for study leave. This implies that some teachers attending further studies reduces their work commitment as they are distracted and above all, it is not a guarantee that teachers will keep in the schools.

4.2.5 Supervision and Teachers Higher Performance

The results of the test statistics obtained on whether the supervision carried out in the school promote higher performance were a chi square value of 53.379 at a calculated probability of 0.001. This means supervision carried out in the schools promote higher performance. This is supported by the frequency percentages. The larger number of the respondents of 37.9% agreed, 22.7% strongly agreed, 28.0% disagreed, 7.6% strongly disagreed and a paltry 3.8% were undecided. During the interviews with the head teachers, it was established that in the different schools there were supervision committees, the academic committees made of heads of departments and class teachers committees to which belonged class teachers of the different classes among other. Accordingly, in the different schools, departmental heads appraised their colleagues, teachers recorded their reporting on a daily basis and pupils took a record of teachers' lesson attendance. Teachers also received briefs in weekly or monthly briefings and staff meetings. The supervision process helped the administrators to keep up to-date about the performance of teachers. It also helped to ensure that teachers did not dodge lessons, covered the syllabus and supervised pupils' activities. There was increased regularity of the teachers in the schools and this increased attendance to lesson. Teachers dodging of lessons reduced because of following progress by the supervisors. This means that supervision promoted higher performance.

4.2.6 Discipline Management and Work Ethics

Discipline management is part of schools policies that affect teachers' performance. On this item, the teachers were asked to state whether the way discipline was managed improved teachers work ethic hence improved performance. The results obtained on the item were a chi square value of 26.712 at a calculated probability of 0.001. The frequencies obtained were 34.1%

agreeing, 18.2% strongly agreeing and 7.6% remaining undecided. Those who disagreed were 25.0% and 15.2% strongly disagreed. With the larger number of respondents in agreement, this means that discipline management improved teachers' work ethic hence improved performance. During the interviews with the head teachers, all of them 5 (100%) were of the view that discipline management of teachers improved their performance. Regarding how they handled discipline management, the head teachers generally indicated that it involved counselling the teachers individually, writing warning letters to those who persistently do not change and for those completely fail to reform, they are forwarded to the Board of Governors and may finally be forwarded to the DEO. However, other than the Board of Governors, all the head teachers indicated that they did not have teachers' disciplinary committees.

4.2.7 Teachers' Involvement in School Management and Their contentment

The test statistic results on whether teachers were involved in school management like admissions, handling parents and others hence contentment were a chi square value of 31.409 at a calculated probability of 0.001. Though not an absolute majority, the larger number of the respondents in the frequency percentages were in agreement. The larger number of the respondents 38.6% agreed and 10.6% strongly agreed while 15.2% were undecided. Those who disagreed were 15.9% and 19.7% strongly agreed. This means that some schools tried to involve teachers in the management of schools. All the head teachers indicated that the roles of teachers make them part of management since they are members of different school committees, hold responsibilities and are always in touch with pupils. However, the head teachers indicated that teachers' involvement stopped at their mandate because decisions which did not require staff input had to be taken by the head teachers and their deputies.

4.2.8 Existence of Functional Departments

Functional departments are an important element in the performance of schools and empower teachers making them feel motivated. The respondents were therefore asked to tell whether departments in the schools were functional promoting work contentment. The results obtained were a chi square value of 27.394 at a calculated probability of 0.001. The frequencies were in agreement though to a lesser extent. The larger number of the respondents 37.1% and 15.9% agreed and strongly agreed respectively while 15.9% were undecided. Those who disagreed were 20.5% and 10.6% strongly disagreed. During the interviews with the head teachers, they pointed out departments existed such as subject departments, co-curricular departments and counselling departments among others.

4.2.9 Saving and Funds Mobilization Schemes Interesting Teachers in the School

The results of the test statistics obtained on whether there were schemes in the schools that helped teachers make savings and mobilise funds increasing teachers' interest in the schools were a chi-square value of 48.985 at a calculated probability of 0.001. This means that schemes for saving and mobilisation increase teachers' interest in the schools. The test results agreed with the test statistic results because the majority of the respondents 42.4% and 18.2% agreed and strongly agreed respectively while 12.1% were undecided. Those who disagreed were 20.5% and 6.8 strongly disagreed. In all the schools, it was indicated that teachers supported one another during weddings through contributions. During the interviews with head teachers, they all indicated that there were no organised saving and funds mobilisation schemes.

4.3.3 Test Statistics for Hypothesis Three: There is a Relationship between School Working Environment and Teachers' Performance of Teachers in the Primary schools

The test statistic results on this hypothesis that there is a relationship between school working environment and teachers' performance of teachers in the Primary Schools are presented in

Table 4.5: The Relationship between School Working Environment and Teachers' Performance of Teachers

ITEMS	SA	A	U	D	SD	df	α	χ^2	Asymp. sign
Security and safety are guaranteed	25.0	47.0	9.8	10.6	7.6	4	.05	72.470	.000
Job security dedicates teachers to work	15.2	29.5	18.9	22.0	14.4	4	.05	9.970	.041
Physical working conditions motivates teachers to work	19.7	36.4	13.6	17.4	12.9	4	.05	24.136	.000
Team work increases work effort.	24.2	50.8	9.8	11.4	3.8	4	.05	92.697	.000
Interpersonal relations make teachers effectiveness	16.7	50.8	15.9	13.6	3.0	4	.05	85.955	.000
Head teachers administration motivates teachers efficiency	5.3	36.4	11.4	35.6	11.4	4	.05	57.848	.000
Provision of facilities makes easy teaching and learning	12.9	44.7	9.8	17.4	15.2	4	.05	52.394	.000
Accommodations make teachers be present and punctual at school	9.1	24.2	15.9	45.5	5.3	4	.05	67.167	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 26.4.

- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.0.

Table 7 shows that the Chi-Square Test results for the items are high between 9.970 and 72.470 at calculated probability (Asymp. Sig) below 0.041. These results mean that there is a relationship between school working environment and teachers' Performance of Teachers in the Primary Schools. This is because for all the items, the calculated probability was lower than the α -level 0.05 level of significance.

4.3.3.1 Security and Safety being guaranteed

The results of the test statistics obtained on whether the security and safety were guaranteed from attacks by pupils and criminals hence putting in more effort were a chi square value of 48.985 at a calculated probability of 0.001. The frequencies were 47.0% agreeing, 25.0% strongly agreeing and 9.8% were undecided. Those who disagreed were only 10.6% and 7.6% strongly disagreed. The head teachers also indicated that rules and regulations were a measure for protection of teachers from pupils. However, in case of a criminal matter by pupils against the teachers, then that had to be a police case.

4.3.3.2 Job Security and Dedication to Work

Job security is important in determining the tenure of an employee and dedication to work. This study thus sought to establish whether there was job security in the schools which would make teachers dedicated to their work. The test statistics established a chi square value of 9.970 at a calculated probability of 0.001. The frequencies were also in agreement with the larger number of the respondents 29.5% agreeing and 15.2% strongly agreeing. Those who were undecided were 18.9%, those disagreeing 22.0% and 14.4% strongly disagreed. However, with a sizeable number of the respondents disagreeing, this indicated job security was not completely guaranteed. The head teachers reiterated the view of the teachers. They indicated that the jobs for those employed by government were guaranteed even if the teachers had a problem in one school. They could easily transfer to other schools.

4.3.3.3 Friendly and Conducive School Environment and Teachers more Work Effort

The teachers' responses on whether they worked hard because the good physical working conditions of the school provided greater physical comfort produced a chi-square value of 24.136 at the probability (Asymp. Sig) of 0.001. The frequencies show that the larger number of the respondents 36.4% agreed, 19.7% strongly agreed while 13.6% were undecided. Those who disagreed were 17.4% and 12.9% strongly disagreed. The head teachers pointed out that the good

physical working conditions provided by the schools that created greater physical comfort making them work harder included good classroom environment, nice compound and staff room. However, there is need for improvement because of teachers indicated that they lacked accommodation in the schools. The schools lacked enough houses and did not cater for the rent and for some rent was just subsidised.

4.3.3.4 Interpersonal Relations and Teachers' Effectiveness

The results of the test statistics obtained on whether interpersonal relations between the teachers increase their effectiveness were a chi square value of 85.955 at a calculated probability of 0.001. The frequencies were 50.8% agreeing, 16.7% strongly agreeing and 15.9% were undecided. Those who disagreed were only 13.6% and 3.0% strongly disagreed. These results mean that interpersonal relations between the teachers increase their effectiveness. The head teachers indicated that there was promotion of collegiality through practices like supporting a colleague who has a problem like loss of a beloved one. The teachers showed concern like giving a hand physically by providing labour, contributing financially. The schools gave material and financial contribution. The teachers also supported each other in case of weddings and even there were get-together parties like end of term or year parties.

4.3.3.5 Head Teacher Administration and Teachers Efficiency

This item investigated whether the way the head teacher handled teachers won their trust hence working with efficiency. The test statistics results on this item were a chi-square value of 57.848 at the probability (Asymp. Sig) of 0.001. The frequencies obtained were 35.6% and 11.4% disagreeing and strongly disagreeing respectively. Those who were undecided were 11.4%, agreeing 36.4% and 5.3% strongly agreed. These results show that the treatment of teachers was wanting because a large number of the respondents 44.0% were in disagreement.

4.3.3.6 Team Work and Increased Work Effort

The teachers' responses on whether the teachers' worked as a team, and team work was being promoted increasing their effort, produced a chi-square value of 92.697 at the probability (Asymp. Sig) of 0.001. The frequency percentages 50.8% agreed, 24.2% strongly agreed while 13 (9.8%) were undecided. Those who disagreed were 11.4% and 3.8% strongly disagreed. In the open responses, still the majority of the teachers were in agreement. In their responses, all the head teachers indicated that they promoted team work and this was because it increased teachers work input. This implies that for good performance of teachers to take place in a school, there must be team work between the head teachers and teachers.

4.3.3.7 Provision of Facilities and Easy Teaching and Learning

The results of the test statistics obtained on whether the head teacher provided all the necessary facilities that made teaching and learning easy were a chi-square value of 52.394 at a calculated probability of 0.001. This means the head teacher providing all the necessary facilities that makes teaching and learning easy. The frequencies were 44.7% agreeing, 12.9% strongly agreeing and 9.8% were undecided. Those who disagreed were 17.4% and 15.2% strongly disagreed. In face to face interviews, all the head teachers were unanimous that provision of enough facilities made teaching easy. The facilities pointed out included chalk, stationary, laboratory equipment and practical materials, charts and maps, textbooks and pamphlets, computers and printers.

4.3.3.8 Accommodations and Teachers Presence and Punctuality

The teachers' responses on the schools providing accommodation and improvement of teachers' presence in the schools and punctuality produced a chi-square value of 58.303 at the probability (Asymp. Sig) of 0.001. The frequencies however were in disagreement with the majority of the respondents 45.5% and 5.3% disagreed and strongly disagreed respectively. Those who were undecided were 21 (15.9%), those agreeing were 24.2% and 9.1% strongly agreed. In the responses of the head teachers it emerged that the problem resulting from lack accommodation was that teachers only appeared at schools when they had lessons. In one school it was pointed out that an order had been put in place to let teachers appear at school on only two or three days such that teachers do not have to spend much on transport. However, this further isolated teachers from the pupils and other schools activities.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The examination of the findings from the data presented in chapter four is offered in this chapter. A number of conclusions are drawn from the debate, and recommendations are made regarding how to motivate staff members to improve performance of Primary School instructors. The study looked at primary school teachers' performance and staff motivation.

In this section of the study, the findings are discussed in relation to the following hypotheses: compensation influences teachers' performance in primary schools; school administration policies influence teachers' performance in primary schools; and there is a correlation between the school's working environment and teachers' performance in primary schools.

5.2 Discussion

The following is the discussion of the findings based on the three hypotheses that guided the study.

5.2.1 Hypothesis One: Remuneration Influences Performance of Teachers in Primary schools

Many objects were examined in accordance with this hypothesis. Included in these were questions about whether pay was motivating, keeping teachers in the field, whether schools paid regular allowances on top of top salaries commensurate with effort, making teachers work harder, and whether allowances paid to teachers increased with increases in school income, encouraging teachers to increase their work input. In order to motivate teachers to put their full effort into their work, it was also examined whether the salaries paid to them were fair in comparison to those staff members with equivalent qualifications and appointments, whether payments to teachers were based on their performance effort, which encouraged increased work effort, and whether the schools offered rewards for better performance to encourage teachers to devote their full attention to classroom activities. The study findings established included;

Salary kept teachers on their jobs. Teachers continued to teach because of their salaries. Especially for those on the government payroll, the salary was fair and so motivated them to work. This finding that salary keeps teachers on the job agrees with the views of other scholars. Tippet (2009) states that money is an important factor in enhancing employee performance, so basic salary satisfaction must be present to maintain ongoing job satisfaction. Salary increments

and other improvements in compensation, in the context of highly inadequate pay and benefits, may indeed contribute to workforce retention. Further, Oyedele (2010) agrees when he states that salaries and wages are a major form of extrinsic motivation.

He claims that several management theories have supported the idea that salaries and pay have an impact on how well employees perform. Examples include Henry Gantt's "Works, Wages and Profits," published in 1913, and Taylor's "Principle of Scientific Management," published in 1911. When Taylor (1911) claimed that a non-incentive wage structure encouraged low production, he argued that salary was crucial in boosting employee morale.

The teachers' complaints that their pay did not reflect their workload and cost of living suggested that there was a need for basic salary satisfaction, which was apparently absent. If the remuneration is at least somewhat satisfactory, teachers continue to work as teachers.

Teachers were motivated to perform more when they received regular allowances in addition to their salary that reflected their effort. They are compensations for duties such extra lessons provided during prep time, serving as department leaders, teaching classes, and being house instructors. According to the New Zealand Ministry of Business, Innovation and Employment (2013), allowances are payments made to employees in recognition of additional qualities or skills they bring to their work, any unique responsibilities they may have taken on (such as serving as a leading hand or supervisor), or any unpleasant or inconvenient aspects of their jobs. These incentives can increase job satisfaction, especially if they are directly linked to performance, claims Maicibi (2003). As a result, teachers must be given allowances for extra duties, but these allowances must be based on performance that is too proportional with effort.

The morale of the instructors is raised when the allowances provided by the school rise along with the growth in school revenue. This is consistent with the opinions of other academics, such as Mwita (2002), who claims that share ownership, profit-sharing, and gain-sharing are all effective ways to link rewards to organizational performance. As a result, these awards seek to: give employees a chance to participate in the organization's success; boost employee identification with the organization; and direct employees' attention to the ways in which they may help the organization succeed. This indicates that if the teachers are to be motivated by their compensation, an increase in the school's revenues must be accompanied by an equal increase in the instructors' compensation.

Teachers are more devoted to their profession when their pay is equal to that of other staff members with comparable skills and positions. According to experts like Oyedele (2010), Graham & Bennet (1998), and Tripathi (2004). Oyedele (2010) asserts that compensation is a key factor in determining job satisfaction, particularly when it is thought to be fair and equitable in comparison to that of other employees and in light of the employee's own efforts and contributions. As a result, equity is vital when making compensation, according to Adam's equity thesis from 1965, which claimed that employees compare their own reward/effort conditions with those of their coworkers.

Furthermore, a state of "distributive justice" prevails if returns are equal to those of other employees and proportionate to the amount of work put in. If not, the employee starts to experience cognitive dissonance, inconsistency, and imbalance. As a result, the workers may feel uneasy and dissatisfied, which may lower their effort and motivation, according to Graham and Bennet (1998). According to Tripathi (2004), equity also exists when workers believe that the ratios of their input such as experience, effort, education, and seniority to the results (rewards) are comparable to those of other workers. When these ratios are not equal, equity occurs. This means that if instructors get additional credentials, their pay should be increased to be on par with that of other teachers who possess comparable credentials. If teachers experience is longer, then they should receive higher salaries.

Rewarding improved achievement encourages teachers to participate more. These incentives include bonuses for performing well on national tests. Lumley et al (2011) .'s assertion that contingent rewards including admiration, acknowledgment, and awards for outstanding work are significant supports the significance of rewards. If an employee feels that their efforts are not appreciated or that their awards are not fairly based on their performance or matched to their requirements, employee discontent may ensue. Lowe (2006) adds to this by highlighting the importance of incentives as a component of rewards. Several schools have found success in their reward program for instructors. The most widely used incentives for recruiting and keeping new teachers are bonuses and pay raises, it seems.

This concludes that teachers should be compensated for their efforts when they are successful. Incentives will encourage them to put in more effort at work. In conclusion, compensation in the form of salary, allowances, and prizes improves job performance by boosting instructors' morale, work effort, and productivity.

5.2.2 Hypothesis Two: School Administration Policies affect Teachers' Performance of Teachers in Primary schools

This hypothesis examined the availability of opportunities for promotion within the educational system, the accessibility of training programs, school supervision, the management's approach to teacher discipline, the impact of teachers' involvement in school administration such as admissions, handling parents and others, and thus student satisfaction, as well as the existence of functional departments and programs for saving money and mobilizing funds for teachers. The research's conclusions on these matters included;

Promotional opportunities spur greater performance. This is due to the fact that a promotion raises a person's salary and status. This result supports the opinions of other academics. Promotion, according to Heathfield (2013), is the moving of an individual to a position with a higher income range, a higher level job title, and frequently more and higher level job duties. After receiving a promotion, an employee may occasionally be required to manage or supervise the work of other staff members. A promotion also frequently results in an increase in decision-making power. Employees desire promotions because of the effects they have on salary, authority, responsibility, and their capacity to shape larger organizational decisions.

Those that contribute significantly and successfully at work are recognized through promotions. According to the study, promotions in this context result in higher pay and status, which motivates the employee. But, every employee must have a clear path to obtaining these promotions, and they must occur on a regular basis (teachers).

Teachers are encouraged to stay in the teaching profession by training opportunities. The teachers continue to instruct since they know they will advance academically and get more certificates. This is especially true when the schools encourage the teachers to pursue more education. Several academics agree that training is crucial for inspiring workers. According to Graham and Bennett (1998), organizations in the quickly changing environment must regularly change their working practices and continuously train and develop their staff. Hannagan (2002) supports this by stating that employers, in this research head teachers, must inspire instructors who work in a dynamic setting. If they do not advance, the teachers will otherwise feel uncomfortable or demoralized. Training boosts employee morale and fosters more harmonious working relationships. Staff development must be encouraged by the head teachers if teachers are to be happy in their jobs.

Higher performance is encouraged by the supervision practiced in the classrooms. This enhances teachers' participation in the classrooms and regular attendance as a result of supervision. Several academics have also noted the value of supervision. According to Shapiro (2001), supervision attempts to increase a project's or organization's efficacy and efficiency. It is based on objectives established and tasks scheduled during the planning stages of work. It assists in keeping the project on schedule and can alert management to problems. If done correctly, it is a crucial tool for good management and offers a helpful foundation for valuation. Azman (2009) asserts that supervisors, the first level of management, play a crucial role as a bridge between the management and operational staff. Supervisors keep an eye on the organization's strategies, policies, and processes. The daily functioning and immediate employee shortcomings are identified by supervisors, who also notify upper management of these deficiencies for follow-up action. This indicates that there is a need for supervision, but teams of supervisors are also required, as the study discovered, to assist management in supervising other employees.

Teachers' work ethics improve as a result of how discipline is handled, which leads to better performance. The performance of instructors is improved by taking steps like offering individual counseling to each teacher, sending warning letters to those who consistently refuse to change, and moving those who do not. The conclusion that discipline management enhances teachers' effectiveness is in line with other academics' theories. Okumbe(1998) defined discipline as the action taken by management to uphold organizational norms.

Okumbe (1998) states that all members of educational organizations, such as schools, must rigidly abide by specific behavior patterns necessary for maximum performance in order to achieve their goals. Yet, management disciplinary procedures must be impersonal and objective in order to be effective in motivating employee performance. This, together with the study's findings, suggests that in order to inspire instructors' performance, there must be effective discipline management.

Contentment is increased when teachers are involved in administrative tasks like handling parents and admissions. This was crucial because it empowered instructors and encouraged teamwork. This result is consistent with the recommendations of post-bureaucratic organizations made by Fielder et al. in 1997. As a result, the development of the post-bureaucratic organization, in which bureaucratic processes are eliminated, is the physical manifestation of the new leadership behaviour. De-layering and flat structures with fewer levels of hierarchy, personnel working in cross-organizational and functional teams, empowerment of individuals

and teams at the point of delivery, and open information networks are present here. This implies that instructors participate in many school administration activities in a classroom context, forming a team and gaining influence.

A functioning department at a school improves instructors' satisfaction, which leads to better performance. These departments include, among others, the academic, co-curricular, and counseling fields. Functional departments include teachers in planning for the schools, empowering them and resulting in their working more confidently and effectively. This finding is consistent with prior literature, such as Chandan's (2010) explanation that decentralization offers junior level managers and supervisors the freedom to make judgments that are appropriate to their positions and within the bounds of organizational policy. Due to their proximity to the operation's theatre, the judgments they make are quite important.

The majority of the time, subordinates accept authority delegation with a positive attitude. They become more accountable and committed to their task, and they take pride in their position of power. They believe that having this kind of decision-making power will help them succeed in executive jobs at higher levels. They get a sense of status and recognition thanks to their decision-making independence, which promotes loyalty, dedication, and belonging. This indicates that employees like teacher's value empowerment, which is consistent with the study's conclusion.

Plans for conserving money and raising money pique the interest of teachers in the schools. These programs aid in boosting teacher cooperation, which leads to a desire for longer employment in the schools. As they have made contributions to the other teachers, the teachers on rotating wages do not wish to quit. Some academics have acknowledged the value of plans for raising money and saving. According to Vonderlack & Schreiner (2001), employees are content when they have savings. Hence, a school can advocate for a policy that assists teachers in saving so that they are inspired to work harder. Revolving or rotating savings and credit associations can be used to accomplish this. They aid in saving for by taking turns giving each member a pool of money. Daily saving fosters relationships among members. This implies that if instructors participate in savings plans, they will be content, form relationships, and be inspired to work better. Administrative policies at the school advise staff members about promotions. Members are either savers or debtors depending on whether they have already received the pool or not. Bolnick & Mitlin (2010) also state that participation in school administration, functional departments, and saving and funds mobilization for teachers have a significant impact on

teachers' performance in light of regular attendance, supervision, and preparation for teaching. For individuals, membership in a housing savings scheme enables them to save small amounts on a daily or regular basis.

5.2.3 Hypothesis Three: There is a Relationship between School Working Environment and Teachers' Performance in the Primary schools.

This hypothesis examined the assurances of security and safety in the educational setting, as well as employment security, friendliness of the learning environment, interpersonal bonds, encouragement of teamwork, and availability of essential facilities that facilitate teaching and learning. The research's conclusions on these matters included;

Providing instructors with security and protection against assaults by students and criminals motivates them to work harder. Rules and regulations for schools aid in ensuring teachers' protection and safety. Other academics have long recognized the value of employee security and safety in boosting their level of productivity. According to Kendra (2010), the demands increase in complexity when one advances to the second level of Maslow's hierarchy of needs. The necessity for security and safety becomes paramount at this level. Humans seek control and order in their life, therefore a big part of behavior is influenced by this demand for security and safety. Health and safety against injuries and accidents are some of the fundamental requirements for security and safety. Moving to a safer neighborhood is an example of a decision driven by the need for security and safety. According to Enol (2011), part of an employee's safety demands include protection against physical threats, criminal activity, and hazardous tasks. This implies that teachers must be kept safe. Because of this, it's crucial for boosting instructors' work effort to adhere to school rules and regulations as well as the duty of the police.

Teachers are committed to their profession since their jobs are secure in educational institutions. Teachers continue to work in the field because of the job security and pension assurance. This result supports Enol's (2011) assertion that job security makes employees happy. As a result, job security is among the most effective ways to inspire workers, especially during economic downturns. A key factor in employee motivation is the conviction that they won't lose their jobs and will remain with the same company for as long as they want. Because it represents the employee's general attitude about his or her employment, job security is one of the most important factors of employee satisfaction. Job security is viewed as an essential right of an employee, ensuring that the employee and his or her family won't lose their source of income and may continue to live honorably. This, together with the study's conclusion, suggests that

instructors are more committed to their profession when their jobs are secure. Notwithstanding all other obstacles in the teaching profession, they will continue teaching. Thus, in light of the study's findings, demonstrates that teachers want favorable working conditions if they are to perform better.

Interpersonal relationships encourage coexistence and collaboration. This is accomplished through helping one another out when things go wrong. Teachers are more effective because they take part in the school as equal partners, have the same interests, and have a greater stake in its operation. This result supports the opinions of other academics.

In his Hawthorne studies, Elton Mayo reportedly found that group norms are quite successful in determining individual production, according to Roa and Narayana (1997). Those who are paid attention at work put in more effort, making for happy employees who are also productive employees. Maslow (1943) underlined this when he said that workers have a sense of seeking acceptance and belonging, and Chandan (2010) emphasizes this. Love, companionship, affection, and social connection are among these needs. Employees seek out environments where they are recognized, valued, and understood. It appears that this is what causes "polarization," or the tendency of people with similar backgrounds and ideologies to congregate. "Love thy neighbour" may have a significant impact. This indicates that employees will be more productive if there are positive interpersonal relationships at work.

When head teachers treat their staff well, they gain their trust and are able to operate effectively. This result supports the opinions of other academics. Good employee interactions are a key component in eliminating negativity in the workplace, according to enol (2011). Employee job motivation is influenced by interactions with superiors and subordinates as well as with customers and other members of the organization. When supervisors treat their workers with warmth and sincerity, the employees will follow their instructions more willingly. Because of this, management ought to contribute positively to the development of a peaceful environment.

By planning activities like tea breaks, birthday or wedding anniversary parties, and holidays, they can generate this kind of mood. According to Montana & Charnov (2008), workers put in more effort if they feel that management is interested for their wellbeing and that their managers are paying attention to them. Workgroups that aren't formal work well for productivity. Associations, friendships, and other human contacts affect how employees spend their working lives. The performance of employees is typically positively influenced by group pressure rather

than managerial directives. In other words, if head teachers treat instructors well, they gain their trust and operate well.

Teachers' effort in primary schools increases if there is a sense of team and teamwork is encouraged. This can be accomplished by helping one another out when needed and standing up for one another. This fosters harmony and teamwork at the workplace. This result supports the opinions that have already been offered by other academics. All schools and colleges, according to Bush and West (2002), function on the basis of official and informal teams. According to Gebremedhin and Schaeffer (2010), teamwork is an activity in which a number of people collaborate to accomplish a common set of objectives.

According to Gebremedhin and Schaeffer (2010), in this period of cooperation and group interaction, leaders guide through relationships rather than through defined sets of norms. Teamwork develops as a result of the manager's strategy. Building a relationship of mutual trust with subordinates should be the manager's priority. This might be an employee-oriented strategy marked by the manager's care for their staff. The manager's actions foster two-way communication and mutual trust. Working in a team is a great way to accomplish well-defined, high-priority technical goals and to unite individuals around shared goals. Working as a team creates powerful synergy within a group. This, together with the study's findings, indicates that cooperation assists in integrating employees' energy, which will aid in achieving the goals of organizations like schools. It is crucial to provide all the facilities required to facilitate teaching and learning in order to improve instructors' performance. Chalk, writing supplies, practical materials, charts and maps, books and pamphlets, computers, and printers are all things that teachers require. Teachers are assisted in teaching science subjects by lab tools and practical resources. For the teacher, the lab makes work enjoyable. This result supports Maicibi's (2003) assertion that workers require suitable tools to execute their jobs. This will increase employee engagement in the workplace and lower attrition. Facilities in primary schools include offices, libraries, lab equipment, visual aids, and instructional supplies. This implies that if instructors have access to all of the necessary teaching resources, they will perform better because their jobs will be easier.

Teachers' attendance and punctuality in the classroom are improved when schools make accommodations for them. Even students have the chance to consult them when they have free time. Scholars like Lowe (2006), who claims that a major factor in the high teacher turnover in rural schools is the absence of acceptable living quarters, acknowledge the significance of

accommodations for teachers. This is due to the fact that teachers who must travel far to work due to a lack of housing are more likely to quit their jobs than those who reside in or close to the area where their school is situated. The living accommodations must be offered either for free or for a small monthly rental fee. As a result, teachers must consider the importance of school quarters.

Living at school contributes to teachers being more punctual and present in the classrooms. The working conditions at a school affect teachers by providing information about job security and safety, a good working atmosphere, interpersonal links, and administration of the head teacher. Teachers' performances reflect their diligence, productivity, efficiency, and attendance at school.

5.3 Conclusions

Pertinent issues emerge from the findings of the study leading to the drawing of the following conclusions;

When teachers are remunerated their Performance of Teachers increases. Remuneration in form of salaries, responsibility allowances and rewards boost teachers' morale, effectiveness and work effort thus improving job performance. Good administrative policies increase teachers' performance.

School administrative policies inform of promotions, training, supervision, discipline management, functional departments and saving and funds mobilisation schemes for teachers have positive effect on teachers' performance inform of regular attendance, team work, confidence, teaching preparation and presence in the schools.

It is important to note that school working environment relate with teachers performance of teachers in Primary Schools. This is when there is teachers security and safety, favourable working environment, interpersonal relations, job security, head teacher's administration, accommodation and provision of facilities positively influence Performance of Teachers inform of hard work, effectiveness, efficiency, punctuality and presence in schools.

5.4 Recommendations

Basing on the findings presented above, the following are recommendations made in relation to teacher's motivation;

Remuneration that can influence teachers' performance should be provided. This can be through increased salaries and regular allowances like for extra lessons taught during prep time, being

heads of departments, being class teachers, house teachers, weekly duty allowances and performance allowances commensurate to effort.

The government salaries should match with the ever rising cost of living. Salaries should also be paid equitably such that teachers with equal qualifications are paid equal amount and those with more experience also get paid more highly. The government should attempt to ensure equitable pay across all sectors according to qualification and experience.

School administration policies that positively affect teachers' Performance of Teachers should be promoted. Such include regular promotions free from corruption. The government should fulfil the promise of promoting teachers from the classrooms according to qualifications and experience.

Head teachers also need to support further training for teachers through allowing them time to go for further studies .They should also ensure supervision to teachers through measures like lesson monitoring sheets, evaluation books and daily reporting book among others. This has to be done together with the supervising teams.

Teachers need to be empowered by being involved in the management of schools through functional departments to enhance their confidence. Schemes for saving and funds mobilisation for teachers' should also be established. This can be through revolving salaries or savings and Credit Organisations (SACCOs).

Working environment that can enhance teaching and learning should be put in place. The environment should guarantee teachers' security and safety from attacks by pupils and criminals. This makes them put in more effort. This can be through school rules and regulations and engaging the police.

Schools should guarantee job security for teachers especially in private schools where this is lacking. This can be through long contracts and favourable working conditions that physical comfort. The spirit of collegiality needs to be enhanced for harmonious co-existence. The head teachers need to treat teachers well such that their trust is won. Importantly, there should be provision of sufficient necessary facilities that make teaching and learning easy.

5.5 Areas of Further Research

The study was only focussed on Staff Motivation and Performance of Teachers of Primary Schools. However, there are many more areas which may be studied and these include; employee motivation practices for low paying public service jobs, the challenges in promotion of Primary Head teachers and teachers' service tenure, the process of internal promotions by head teachers and Primary School teachers' job satisfaction and the relationship between intrinsic motivation and job performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear teacher;

I'm doing research right now on the subject of "The impact of staff motivation on the effectiveness of primary school teachers in Atiira Sub-county, Uganda." You were chosen to take part in this study because, as a teacher, you have access to a wealth of knowledge and information that is relevant to it. The information you're looking for is solely needed for academic work. Your involvement in this endeavor is completely voluntary and essential to its success. For the sake of the research's effectiveness, I humbly ask you to respond honestly.

The given information will be handled with the utmost discretion.

SECTION (A): BACKGROUND

Instructions: Tick in the space provided the alternative of your choice.

1. How long have you worked at your current station?

1 – 2 years	3 – 5 years	6 years and above

2. Your level of education:

Diploma	Bachelors Degree	Master Degree

SECTION (B)

Tick the appropriate column on how you feel about Staff Motivation in your school and how it motivates job performance.

Key: SA= strongly agree, A=agree, U=undecided, D=disagree, SD= strong disagree.

MS					
1	My salary is motivating to keep me in the teaching profession.				
2	I am paid regular allowance to reward my effort.				
3	The school allowances increase with increment in the income				
4	My salary is fair according to my level in relation to those staff members with equal qualifications and appointments.				
5	My payments are related to performance effort driving me to have increase effort.				
6	The rewards the school offers me for higher performance makes me committed to school activities.				
7	The school provides me accommodation and this makes me to be present and punctual all the time.				
8	The promotional chances in the teaching system motivates my higher performance.				
9	There available training opportunities to motivate me to keep teaching				
10	The supervision carried out in the school promotes higher better performance				
11	The way discipline is managed improves teachers work ethic hence improved performance				
12	I am involved in school management like admissions, handling parents and others and that make me contented.				
13	Departments in my school are functional.				
14	We schemes in the school that helps me make savings and mobilise funds thus increasing my interest in the school.				
15	My security and safety is guaranteed from attacks by pupils and criminals hence putting in more effort.				
16	There is job security in my school that makes me dedicated to work				
17	I work hard because of the good physical working conditions of the school that provides greater physical comfort				
18	We work as a team and team work is promoted thus increasing my effort.				
19	Interpersonal relations among the us increase our effectiveness				
20	The way the head teacher handles me has won my trust hence working with efficiency				
21	The head teacher provides me with all the necessary facilities that make teaching and learning easy.				

SECTION (C)

Kindly fill the gaps provided and give your personal feelings on the Staff Motivation in the school and the Performance of Teachers.

22) What allowances are paid to you by the school?

.....
.....

b) What is their significance?

.....
.....

23) Government salary and P.T.A allowances are fair and equitable compared to others relative to your efforts? If Yes or No, why?

.....
.....

24) How is job security responsible for your continued stay in the teaching career despite low pay?

.....
.....

25) Describe the nature of the relationship between the head teacher and the teachers

.....
.....

26) If there is equitable treatment of the teachers by the administration, how is it carried out?

.....
.....

27) Why do you think fear of punishment from the head teacher such as transfers, dismissal or P.T.A deductions makes teachers fulfil their duties?

.....
.....

28) How do teachers look at the way promotions are offered in the teaching system?

.....
.....

29) How does the head teachers' handling of those who decide to go for further studies affect teachers' morale?

.....
.....

30) How does implementation of disciplinary actions affect teachers' performance?

.....
.....

APPENDIX II: INTERVIEW GUIDE

INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. What incentives do you offer to teachers on top of their salaries?
2. What is the criterion of offering allowances to ensure they enhance teachers' performance?
3. What is the relationship between payments performance effort
4. How does offering rewards affect teachers' performance?
5. How motivating is the way of awarding promotions to teachers?
6. What training opportunities are available for teachers?
7. How is supervision carried out in the school?
8. What discipline mechanisms are used in the management of teachers?
9. In what ways do teachers participate in the administration of the school?
10. How functional are departments in the school?
11. What saving schemes are available for staff?
12. How is safety and security promoted in the school?
13. How does the general environment and security of the school affect performance?
14. How is team work in the school?
15. How are interpersonal relations promoted in the school?
16. How are teachers accommodated by the school?

**APPENDIX III: DETERMINING SAMPLE SIZE DETERMINATION BY SMALL
SAMPLE TECHNIQUE FOR SELECTION OF SAMPLE**

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note. - N is population size.

S is sample size.