

**IMPACT OF MOTIVATION ON EMPLOYEE PERFORMANCE IN UPE SCHOOLS IN
UGANDA**

A CASE STUDY OF UPE SCHOOLS IN GAYAZA PARISH WAKISO DISTRICT

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DEDICATION

I dedicate this book to my dearest mother, Benjamin, Preacher, Jacky and my supervisor.

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List of abbreviations

UPE, Universal Primary Education

SPPSS, Statistical Package for Social Sciences.

USA, United States of America

FPE, Free Primary Education

GOU, Government of Uganda

UGX, Ugandan Shillings

UK, United Kingdom

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ABSTRACT

The research intended to establish the impact of motivation on employee performance of UPE (Universal Primary Education) schools in Uganda. The lack of sufficient motivators in UPE schools as the study problem was addressed using four objectives as to establish the different motivators of employees in UPE schools, to access the relationship between motivational levels and employee performance levels in UPE schools, to examine the impact of motivation on employee performance in UPE schools and lastly to identify the challenges faced by management in the effort of motivating employees in UPE.

A conceptual frame was also deemed necessary for the purposes of addressing the research problem. The variables in conceptual frame work were motivation as the independent variable, employee performance as the dependent variable and the intervening variable were government intervention and social cultural factors. Herzberg's two factor theory was used as the theoretical frame, hypothesizes both null and alternative were also deemed necessary as better motivation strategies will improve employee performance and bad motivational strategies will not improve employee performance respectively.

A literature review was conducted on the research topic in line with the objectives, conceptual frame work, theoretical frame work and hypothesis with emphasis on the research objectives.

The research was conducted using a case study design with UPE schools in Gayaza County Wakiso district, both quantitative and qualitative approaches were applied and a cross section survey was used for the case of the time horizon. Data was collected using Questionnaires, Interviews, observation and the review of secondary data from the library. The research targeted employees of all categories with focus on the teachers taking them to be the most important employees of schools.

Data was analyzed using the Statistical Package for Social Scientists (SPSS) where conclusions were drawn from tables generated from the Package and these same tables were used to generate graphs and pie charts from excel that were used to present the findings. The findings were presented in a way that they answered the objectives, conceptual frame work, theoretical frame work and hypothesis both null and alternative in that order.

According to the research, it was found out that the motivational strategies that have so far been implemented in the UPE schools are not good enough but if bettered then the performance of employees in these schools will increase.

The researcher recommends the schools to better their motivational strategies and get all stake holders especially government, teachers and parents of the pupils that go to these schools involved in the motivation of employees.

In conclusion, motivation has a positive impact on employee performance and hence a significant relationship between the two. Improving motivation of employees is the one assured way of improving employee performance.

CHAPTER ONE: GENERAL INTRODUCTION

INTRODUCTION

The motivation of employees is considered an important aspect of human resource management (Cole, 2002). It is the willingness to exert high levels of effort to reach organizational goals conditioned by the efforts' ability to satisfy some individual needs Mendonca and Kanungo (2003, pp. 65-75). This definition further presents the importance of motivation as an aspect of human resource management since it leads to the achievement of organizational goals which in all cases are the reasons for the existence of the different organizations.

Motivation has also been defined by other scholars like Conningham and Stanley (1993) as the inner state that activates a person and this includes drives, desires and motives. Cole (2002) defines it as a process in which people choose between alternative forms of behavior in order to achieve personal goals and Casio (2003) defines it as a person's drive to take action because they want to do so.

Therefore the definitions of motivation according to Conningham and Stanley (1993) Casio (2003) and Cole (2002) can be referred to in concluding that motivation directs the affected party's behavior willingly. It can therefore be used to direct the behavior of employees in different organizations by management as it may please.

In relation, Ferrell, Hirt and Ferrell (2006) define motivation as the inner drive that directs a person's behavior towards goals and according to Cole (2004) it is a process both instinctive and rational by which people seek to satisfy the basic drives, perceived needs and personal goals which trigger human behavior. The definitions of motivation according to Ferrell, Hirt and Ferrell (2006) and that of Cole (2004) unlike those of Conningham and Stanley (1993) Casio (2003) and Cole (2002) go ahead to indicate the significance of needs and goals. Therefore from all the definitions above motivation can best be defined as an internal feeling that guides the actions of individuals towards the achievement of desired personal and organizational goals.

Armstrong (2010) states that employee performance is the level at which the employees meet the set performance targets of the organization. The possible targets can be in form of profits and

any other form of expected results according to the operations of the organization. Employee performance is a major indicator of overall organizational success and hence should be an area of focus for the management of different organizations so as to achieve high levels of performance (Page and Braddock, 2009).

Page and Braddock (2009) further indicates employees as the most important factor of production, in support Corey (1973) goes ahead to explain how employees add the most value to the organization through the importance of employee morale and how it helps managers avoid unexpected troubles at work.

Couger, Zawacki and Oppermann (1997), Camilleri and Herjden (2007), Muse et al (2005) all regard the relationship between motivation and employee performance positive. In addition Armstrong (2010) regards motivation as the most efficient way of improving employee performance. Therefore management needs to focus on proper employee motivation so as to achieve high levels of organizational performance.

In relation to the above argument, Hiam (2000) suggests that the traditional command and control has reached its limits and can no longer increase productivity. This is because it's equivalent to pushing employees up a hill when it could take less effort to assist them find the hill they want to climb. Therefore the motivation of employees so as to have them perform as their own initiative is recommended for better performance.

The motivation of employees when carried out in the right way impacts positively on the levels of employee performance which leads to greater overall performance of the organization (Colquit, Lepine and Wesson, 2011). This is an indicator of the importance of motivation, employee performance and the relationship between the two. Luthans (2005) emphasizes the importance of employee motivation as it leads to better employee performance which in turn leads to greater organizational performance meaning that the motivation of employees to perform can be used to improve organizational performance.

In UPE schools there have been efforts by management to motivate employees through efforts like providing allowances with the most popular one being provision of housing facilities and this therefore is believed to influence performance. (Mwesigye, 2013)

The motivation of employees is a critical aspect of management in all organizations as earlier seen. This study will therefore express the impact of motivation on employee performance in the education sector with focus on the lower levels of primary education. The emphasis will be on the government owned primary education institutions under the programme of UPE in Gayaza county of Wakiso district.

1.1 BACK GROUND TO STUDY

Employee motivation persists to intrigue and develop among both business practitioners and organizational behavior researchers (Quigley et al, 2007). The desire to understand the above phenomena is driven by the recognized impact that it has on organizations, individuals, and society at large. In addition Grobler and Warnich (2006) state that motivation of employees has been a great concern for significant organizations worldwide due to its influence on the performance of the employees and hence in the long run the performance of the entire organization.

Robbins (1998, p.165) states that incentive programs have long been part of the corporate landscape in developed countries of Europe and the United States of America (USA). This trend has also taken over in Asia and Africa. Companies in these countries are introducing incentives based motivation programs to boost employee productivity

Africa like the rest of the world recognizes the significance of employee motivation for the success of any organization (Kimbugwe, 2003). However, it cannot be ignored that the organizations in Africa especially in the low developed countries pay less attention to employee motivation as compared to the other developed countries like USA.

Uganda as an African country also does not pay enough attention to the motivation of workers as most employers mind more about the objective of profit maximization and hence try as much as possible to reduce costs like give low salaries and less allowances which in turn affects the moral of the employees and leads to low performance (Kimbugwe, 2003).

Motivation in the education sector worldwide is of great importance as the sector is responsible for the success of all the other professions. Duttweiler (1986) emphasizes the significance of motivation in the education sector by appreciating that efficient educational institutions at both

lower and higher levels of learning are characterized by knowledgeable and highly motivated principals and teachers.

Despite the importance of motivation in the education sector, the issue has not been accorded enough attention worldwide as poor motivation and lack of accountability have been reported to result in high levels of teacher absenteeism in many low developed countries (Glewwe and Zhao, 2009)

Glewwe and Zhao further emphasize poor teacher attendance as a direct consequence of the lack of teacher motivation and hence the teachers have no moral to come to school. This indicates that the motivation problem in the education sector is a worldwide concern and therefore some action needs to be taken.

Chapman (2003) states that teacher migration to the United Kingdom (UK) had still been largely circulatory in nature with a large proportion of overseas teachers finding it difficult to cope with the schooling culture and general working environment, especially in inner city schools and returning home, usually after a few years. This indicates that even the developed countries like the UK are still faced with low levels of motivation in the education sector.

Brighouse (2002) indicate that 98.2% of recurrent expenditure in primary education in Africa goes to teachers' salaries. However, the average pupil: teacher ratio is 30:1. This ratio results in relatively high teacher costs, which have been cited as a factor hindering the motivation of the teachers since the available funds cannot meet their costs and they are over loaded with big numbers of pupils. This therefore leads to poor employee motivation in primary education being not only as a result of what teachers ought to receive and are not receiving like adequate salaries but also as a result of having to attended to a big number of pupils by themselves.

The low levels of teacher motivation are more evident in government institutions including the institutions of higher education like the public universities as indicated by a strike of Makerere university lectures asking for 100% salary increment. (Mwesigye, 2013). There have also been several strikes by the lecturers of the same institution in the past like that of two weeks as stated by Haggai (2011) was due to the refusal of the national security fund to release their money in pension funds which I must say was demotivating.

The low levels of employee motivation in the education sector are more widely spread in the low developed countries especially amongst countries that have the government policy of free primary education (FPE) which is commonly known as UPE in Uganda. Glewwe and Zhao (2009) state that other African countries like Kenya, Lesotho and Malawi have also introduced FPE and the pupils in the schools where the programs have been implemented have been faced with less delivery from the teachers due to their low motivation by the respective governments under the ministries of education.

The FPE government policy could be implemented on political grounds for governments to gain fame and just like most political promises once in power the maintenance of these schools changes in many aspects which have adverse effects on employee motivation. This can be seen in the case of Uganda with the unending strikes by the primary teachers (Kwesiga, 2013).

It must be noted that the motivation problem in the education sector in Africa is not only faced by the countries with FPE. Glewwe and Zhao (2009) present a study on Zimbabwean teachers faced with various challenges in their profession and these include low salaries, lack of resources, poor working conditions which all lead to their low motivation to perform. These teachers not having been in countries with FPE shows that such countries are also facing challenges therefore attention should not only be directed those with FPE.

In the countries with FPE the motivation problem is not only faced by the schools under FPE but also the private schools, In relation Pratt and Meriden (2008) states that the private schools operate at a very big cost without subsidies from the government due to the operational expenses with the main one being the salaries of employees. These being profit making organizations costs are cut so as to maximize the profits and in so doing the salaries of the employees, incentives and allowances are likely to be affected hence affecting motivation since most of them involve costs.

1.2 PROBLEM STATEMENT

Motivation of employees in UPE schools in the past could have been better than the present situation since there were fewer cases of malpractices (Chapman, 2003). This therefore indicates that employees received the allowances entitled to them, got jobs on merit, were not segregated at work and hence were motivated to perform.

Today the education sector has been characterized by all forms of corruption and strikes for employees' rights as evidenced by Mwesigye (2012). This therefore indicates lower levels of employee motivation. Given the above present situation employee motivation levels in UPE schools need to be improved.

This research will therefore address the employee motivation problems in UPE schools by emphasizing the impact of motivation on employee performance. In the future, the motivation situation in the UPE schools will improve and hence employees will perform better.

1.3 PURPOSE OF THE STUDY

The intent of this study is to establish if motivation has an impact on employee performance in UPE schools. The study will also establish the how motivation impacts on employee performance and the different levels of the relationship that exists between the two.

1.4 OBJECTIVES

1. To establish the different motivators of employees in UPE schools.
2. To assess the relationship between motivational levels and employee performance levels in UPE schools.
3. To examine the impact of motivation on employee performance in UPE schools.
4. To identify the challenges faced by management in the effort of motivating employees in UPE schools.

1.5 RESEARCH QUESTIONS

1. What are the different ways through which employees in UPE schools can be motivated?
2. What kind of relationship exists between motivational levels and employee performance levels in UPE schools?
3. What impact does motivation have on employee performance in UPE schools?
4. What challenges does the management of UPE schools face in trying to motivate employees?

1.6 NULL HYPOTHESIS

Better motivational strategies will improve employee performance levels in UPE schools

1.7 ALTERNATIVE HYPOTHESIS

Bad motivational strategies will not improve performance levels in UPE schools.

1.7 SCOPE OF THE STUDY

This study will be on the impact of motivation on employee performance amongst other factors.

1.7.1 Content Scope

Despite other factors affecting employee performance, this study focuses on motivation breaking it down in the extrinsic and the intrinsic motivators. It examines the impact of motivation on the performance of employee in the education sector with focus on the UPE schools and breaks down employee performance in to service delivery and academic performance levels of students.

1.7.2 Time Scope

This study will use records of the different schools for years between 2008 and 2013 for comparison, getting the other data using interviews, questionnaires and observation. The study is to be carried out in the period of one year, thus 2013 to 2014.

1.7.3 Geographical Scope

It will focus on UPE schools in Gayaza parish in Nangabo Sub County, in kyodondo East County of Wakiso district in the central region of Uganda as a case study. The schools in this area will include; Gayaza junior school P/S, St Theresa Gayaza girls school P/S, Bishop Mukwaya P/S, Gayaza boys P/S, Wampewo P/S, Buyinja P/S, kasangati Muslim P/S and others.

1.8 SIGNIFICANCE OF THE STUDY

This study will provide valuable insights to the government, head teachers of Universal primary schools, development partners and the communities on the effect of motivation on the performance levels of Universal primary Education program.

The findings of the study will provide the Ministry of Education and sports with data on how motivation affects employee performance in UPE schools. In turn, the Ministry of Education and Sports may be in a position to improve employee motivation and establish their effectiveness in order to take effective measures regarding the performance of UPE schools.

By presenting data on the effect of motivation on employee performance, the Government of Uganda(GOU) is likely to be in a position to come up with strategies to improve employee

motivation in order to uplift the performance of UPE in Uganda. In respect of school management committee or board of governors, the study could be used to check on the weak areas of human resource management and thus improving their performance.

The findings may assist the donors and other well-wishers in assessing the level of needs in the implementation of the program of UPE and hence be willing to contribute to the betterment of the program.

The study will also add to the body of knowledge on UPE management, service delivery and other factors aside filling gaps in research which could prompt other researchers to do similar studies.

1.9 JUSTIFICATION OF THE STUDY

This study should be of great importance as it will suggest ways to effectively motivate employees and such the results will be used by the community of Gayaza county Wakiso district, the pupils and employees of UPE schools and the nation at large especially the ministry of education and sports because they will improve pupils' performance in the UPE schools.

The findings of the study will indicate how to improve the motivation of teachers in UPE schools. The study's intent being to show the significance of employee motivation, a few that will come across it will learn about the significance of employee motivation and may in one way or another help change the current situation especially in the UPE schools and the education sector at large.

It will also improve the researcher's ability to conduct research as the researcher. It will help develop different skills during the study like collection of the data which will equip her with skills that will be of great importance in the working world.

The study will be used by other researchers in future dealing in the same field as a guide and reference for their studies hence will help the people who will carry out similar research in the future

1.10 DEFINITION OF IMPORTANT TERMS

Impact

This is the result or outcome that comes out of given actions or decisions (Kleiman, 2000). In this context impact can be best defined as the effect something has on something else. In this study the term impact has been used to express the effect employee motivation can have on employee performance.

Motivation

Motivation is an inner drive that directs a person's behavior in a given direction (Kreinter and kinicki, 2001). When motivation has been achieved, it directs the affected party's behavior. This study will express how employee motivation directs the performance of employee.

Employees

This is a group of people skilled, semiskilled or even unskilled, working for an organization for payment (Armstrong, 2010). This payment can be in form of salary, wages and many other forms. Employees can be both permanent and temporary, both full time and part time as long the work under an organizational structure for payment.

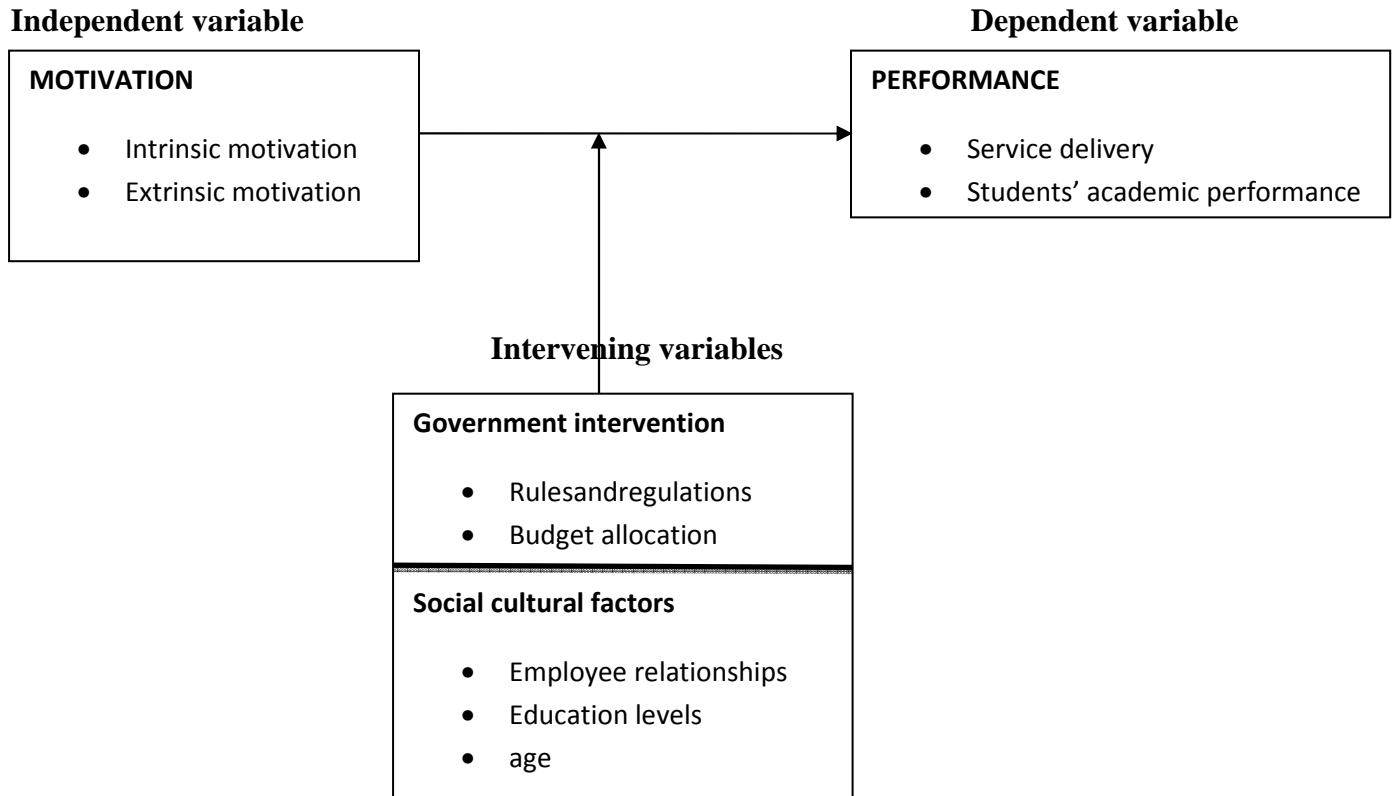
Performance

This is the level at which individuals or organizations achieve the goals and objectives for which they exist. In this study it can be best be defined as the level of effectiveness and efficiency of employees in an organization since it involves employee performance

1.11 CONCEPTUAL FRAME WORK

This expresses the relationship between motivation and employee performance, however it also shows other factors that affect this relationship, that's to say government influence and social cultural factors.

Figure 1: conceptual frame work



Source; developed by the researcher.

The conceptual frame work above illustrates the relationship between motivation (independent variable) and employee performance (dependent variable). Intervening variable like government influence and social cultural factors which could affect the relationship between motivation and employee performance have also been presented.

The independent variable (motivation) is broken down in to intrinsic and extrinsic motivation as the different types of employee motivation (Nelson et al 2006).The dependent variable (performance) is broken down in to service delivery and students' academic performance as the indicators of the employee performance levels in UPE schools.

The intervening variables thus government influence and social cultural factors are broken down in to rules and regulations and budget allocation as the different ways through which the government can influence the performance of employees in the UPE schools. The social cultural factors like educational level, age and employee relationship are considered to have an impact on the performance levels of employees in UPE schools.

The conceptual above therefore presents the relationship between motivation and employee performance while putting in to consideration the other factors like government influence and social cultural factors which affect the relationship.

1.12 THEORETICAL FRAME WORK

Herzberg's (1959) two factor theory of motivation has been used as the theoretical frame work for the study. Luthans, 2005 categorizes ways of motivating employee under the two factor theory as motivators and hygiene factors.

Brass(1981) presents some of the motivators as recognition, achievement, appreciation and others. He further presents the hygiene factors as money, benefits and allowances. Cole (2004) relates hygiene factors to extrinsic motivation and motivators to intrinsic motivation.

Amabile (1993) argues that there exist numerous jobs which are purely extrinsicmotivated. However, when taking Herzberg's (1959) Two-Factor theory into account, it is arguedthat extrinsic factors or hygiene factors cannot cause motivation or satisfaction, so it is likelythat those factors are not causing high performances.

CONCLUSION

In this chapter the researcher looked at the introduction, background, problem statement, conceptual frame work theoretical frame work, scope, objectives, research questions, hypothesis, significance and justification of the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

This chapter was intended to give a detailed discussion of the other people's views on motivation and employee performance in relation to the researcher's point of view. The literature was presented according to the study objective and conceptual frame work in chapter one so as to give a better understanding of the research problem. This chapter formed a basis for choice of methodology used for data collection and the basis for the interpretation of the finding.

2.1 MOTIVATION AND EMPLOYEE PERFORMANCE

2.1.1 Motivation

Cole (2002) defines motivation as a process in which people choose between alternative forms of behavior in order to achieve personal goals. Quigley et al 2007 state that it's a person's drive to take action because they want to do so .Motivation is the inner drive that directs a person's behavior towards goals (Ferell, Hirt and Ferell, 2006). Cole (2004) defines it as processes both instinctive and rational by which people seek to satisfy the basic drives, perceived needs and personal goals which trigger human behavior. This therefore indicates that motivation has been defined differently by different authors.

The definitions of Ferell, Hirt and Ferell (2006) and Cole (2004) state the significance of needs and goals in the motivation of human resource. The significance of needs as presented above can be related to Maslow's 1943 hierarchy of needs This could therefore be considered to mean that motivation is a personal feeling and for it to be influenced positively one has to understand the needs and goals of the people they intend to motivate.

Camilleri and Herjden (2007) state that employee motivation plays a central role in management. In support of the above argument, Laurie (2007) has had a revolution over the years as follows: the earliest views on motivation embraced hedonism which specifically viewed people as beings that seek pleasure and comfort while trying as hard as possible to avoid pain

and discomfort. This view dominated and shaped the early people's thinking regarding motivation. It must be noted that this view indirectly says people work for gain and does not consider people working in the expectation of no return like voluntary work.

The embrace of hedonism in the earliest view is of great importance since in most cases people behave the way they do expecting something in return hence avoiding pain and embracing pleasure. This is explained that in most cases even those that work for no payment directly have reasons for their actions which in most cases benefits them in one way or another hence at the end of the day they do the work to avoid pain and embrace pleasure.

Bee further presents a scientific management view of motivation which as the second view emphasizes the belief that money is the most important motivator as presented by Mcshane and Glinow(2000) and hence people are motivated economically and will work as hard as possible to get all the money they can. (Armstrong, 2010), however states that there is more to work than money if we knew what it was then we would get people working. The above statement and the complexity of some human behavior like the extreme effectiveness of some under paid teachers which cannot be explained by this view lead to the development of the current view of human relations.

The human relation view as explained by Laurie (2007), suggests that people can be motivated by social factors other than money and hence work according to the social environment at work. This is supported by Colquit, Lepine and Wesson (2011) that presents finding of a study in which employees under estimate the power of salaries to influence their performance. The different motivators therefore according to this view would be recognition by the boss at work, appreciation, job satisfaction and other related factors (intrinsic motivators). This could be taken to indicate the significance of intrinsic over extrinsic motivation.

The earliest, scientific management and human relations view on motivation are important in their own perspective hence need to be understood and applied to employees as a where necessary.

The classical theory of human relations as presented by Brown (2005) emphasizes that motivation explains why people behave as they do, hence explaining why the motivated behave positively and the less motivated negatively. Care must be taken not to misunderstand this

statement by focusing attention on extrinsic motivators like salary to mean that the underpaid do not perform and vice versa. It should just be taken to mean that all those performing to their expectations whether exposed too little or a lot of extrinsic motivators are motivated in one way or another to perform the way they do.

Despite the great significance of motivation, it must be noted that motivating people is a very difficult task since it requires understanding other people's needs and goals which is likely to be unrealistic and complex given that people are different and have different goals and needs which are best known to the individuals themselves.

Needham (1999) states that the application of motivation differs in organizations and individuals as they relate to work consequences, a sense of moral obligation or a sense of opportunity that can be realized. Health and safety may stem from legal, economic and/or social pressures which provoke a fear of adverse through addressing work health and safety. Therefore all aspects of one's environment like economic, social, and political have influence on the person's motivation and hence should be considered.

It cannot be ignored that people and organizations are different hence apply motivation differently despite the existence of common motivation aspects that apply to all most all individuals and organizations like the significance of a sufficient salary for employees. Whetten and Cameroon (2007) related their finding that majority of front line workers would not leave their job unless another employer offered them a 20% increase in pay and 30% increase in benefit. This does not mean that different people can be motivated the same way but simply points out some common ways in which employees can be motivated hence management needs to establish these common ways so as to have effective motivation for all employees.

The motivation of employees is a hard task to undertake since it involves different employees with different motivators, employees all have different private lists which trigger efforts because they want to receive the items on these lists (Handy, 2000). Management of organizations so as to best motivate the work force needs to understand each employee's private list which is unrealistic, hence employers need to be careful while they motivate the work force.

Brooks and Shell (2006), emphasize that teacher motivation is fragile and there are definite limits to what teachers will be prepared to endure. Therefore teachers just like the rest of the employees need to be carefully handled while trying to motivate them so as to influence their performance

However, motivating workers to do wrong things or for the wrong reasons can have diverse effects on an organization. For example encouraging them to take excessive risks through high compensation is not a good idea and can lead to ethical misconduct. It has been observed by economic analysts' worldwide that the recent financial crises result from allowing excessive risk taking in order to achieve financial reward especially where losses are involved (Csikszentmihalyi,1997). Therefore motivation should clearly be differentiated from encouraging excessive risk taking for financial gain.

There is no clear way in which motivation can be measured and it has not been presented, however motivation can be related to the level of performance directly by assuming that greater performance levels indicates higher levels of motivation and vice versa. Therefore from the measurement of performance one can just relate motivation to the results and have an assumed measurement of motivation levels amongst the employees of a given organization.

Despite Muse et al (2005) 's rank of employees as the most important contributor to Organisational performance, the direct relation of organizational performance levels to employee motivational levels in the measure of motivational levels is un realistic since human resource as a factor of production is not independent of other factors of production. This makes it a difficult method for management to use.

2.1.2 Employee Performance

Alhas (2007) defines employee performance as the level at which the workers of a given organization full fill their obligations. Farland (1958) states that employee performance greatly affects the organizational success since it's the main contributor to the success of an organization. In addition Ross, Westfield and Jordan (2006) consider employees as the most important factor of production and note that they enhance organizational engagement. March and Sutton (1997) regards the change of personnel department to human resource department an indication of how significant human resources are to any organization.

March and Sutton add that personnel department regarded at employees as any other factor of production while human resource regards them as a unique factor of production which is human and hence has life unlike the others. Therefore all precautions must be put in place by organizations to ensure great employee performance so as to be successful and one of the factors with great impact on employee performance is employee motivation.

Employee performance may be hard and expensive to measure as seen in the work of Gitman and Carl (1995) who states that it is hard because there are many people involved at different levels and in different sections. Hence, for an organization to succeed in the measure of employee performance it may need to apply different method at each level and in each section depending on its process of production in order to cater for the different employees and sectors.

Employee performance influences organizational performance and thus can be measured in different ways depending on the production process of the organization. Where there is direct production like where each employee completes an entire process of production or in case of professional jobs where an employee is consulted by a given client then the employee performance levels can be measured by the output and number of clients served by each employee respectively

There are instances where employees are given group tasks and performance measured. The level of performance for all the individuals in that group can therefore be measured by the output for the whole group. However, this method is not accurate since it assumes uniform performance for the whole group which could be unrealistic.

The level of employee performance could be measured by outcomes (Kane, 1996). An example can be taken as profits for the profit making organizations. Students' academic performance for education institutions like the primary schools would consider the performance of the school in the national primary leaving examinations (PLE). However care must be taken in the use of this organizational outcomes since the good/ideal performance of the organization may be resultant of other factors involved in production. At times a combination of given factors may impact Organisational outcomes and hence directly relating these outcomes to employee performance would be assuming that employees are the only factor of production which is unrealistic.

In relation to the above the measurement of employee performance directly from the organizational performance could be considered reasonable since the employees are the most important factors of production and direct and guide the other inputs therefore influence the end results to a great extent whatsoever. This therefore indicates that to a great extent the employee performance levels can be measured by organizational outcomes or performance levels.

2.2EMPLOYEE MOTIVATORS

Luthans and Davis (1995) categorize the motivation of employees according to the source of the motivating factor and hence present the types of motivation as intrinsic and extrinsic motivation. Hohnbaum further looks at intrinsic motivation as that which comes as an effect of a direct relationship between the person and the task hence results from internal feelings and extrinsic motivation is as a result of external factors by the other parties like salary, allowance and others.

Newstrom and Davis (1993) regards intrinsic motivation as a resultant of internal rewards that a person feels when performing a task based on the enjoyment. This therefore presents a direct connection between work and reward. The employee in this case is self-motivated. Intrinsic rewards drive internally from individuals that can be experienced through their work such as the feelings of accomplishment (Luthans, 2005, p. 238). Kreitner and Kinicki (2001) emphasizes that intrinsic motivation can also be called internal motivation which results from positive internal feelings.

Rewards such as positive recognition, enjoyment, accomplishment, knowledge gain and skill development have consistently been shown to increase intrinsic motivation (Colquit Lepine and Wesson 2011, P. 185). This effect on intrinsic motivation gives such rewards a unique advantage and makes them an important factor in the reasons why people stay with one firm over another one other than for purely monetary intentions.

Extrinsic motivation drives people's behavior when they do things in order to attain a specific outcome. Byars and Rue (2011) states that it is fueled by people's desire to achieve or avoid some type of outcome. The extrinsic rewards are external outcomes granted to someone by external environment like other people or an organization of interest so as to influence the performance of the person. Colquit Lepine and Wesson (2011) specifies that they are in most

cases extended to the employees in form of incentives and these include pay, bonuses, benefits, support, free time and promotions.

Mcshane and Glinow (2000) states that monetary incentives can be direct and indirect with the direct ones including money in form of salaries which has been regarded as the most effective motivator. However research findings presented by Colquit Lepine J A and Wesson (2011, P. 186) show that employees underestimate the power of salary as it ranked the fifth or sixth motivator. Whetten and Cameroon (2007) also state that people work for more than money, money is just a means to an end, and it's not a motive in its self but a due to other motives.

With direct reference to the education sector in Uganda the increase in salaries can be a way of increasing the number of teacher. However, it does not shape specific behaviors of teachers since its permanent it may not even increase performance. On the other hand allowances tied to levels of performance can encourage the employees to achieve the levels of performance so as to get the allowances. Such allowances have less effect on the recurrent budgets of the country since they are not permanent unlike salary increment. This therefore could be taken as an encouragement of management to use more of the allowances than salary increments to increase performance.

The indirect monetary benefits include the other non-cash allowances like free training, transport, housing and meals and others. These are also important to the employees as they make their working conditions more favorable.

The non-monetary allowances include the incentives which don't involve money at all like promotion to a position that does not increase ones salary, and emotional support in case of need. Luthans (2008) regard such incentives as very important since they are predicated to influence employee intrinsic motivation greatly.

A study by Aacha (2010) indicates that teachers feel more motivated by the intrinsic than the extrinsic factors like the love for the children and high scores in their subjects than the salary increments because it has always been low.

Handy (2000) quoting a primary teacher states, "the thing that excites me most is to see a young boy or girl begin to realize they are good at something. You can see their eyes begin to shine,

their whole personalities come alive, another being is bone, and you cannot buy that sort of thrill". This presents the motivation of employees especially teachers to be way beyond the monetary gain of the job and in direction of internal achievements like a feeling of accomplishment which can be related to intrinsic motivation.

In relation Kuvaas and Dysvik (2010 pp. 138-156) states the employees with a high level of intrinsic motivation and high autonomy orientation, for instance seem to respond productively to developmental performance appraisal. This further indicates the significance of intrinsic over extrinsic motivation hence management and employers need to understand intrinsic motivation.

Luthans (2005) states that of the two types of motivation, intrinsic motivation has been shown to be the stronger predictor of performance, However, it should be noted that intrinsic motivation is also the form of motivation that is the most difficult to increase through traditional compensation practices. Kleiman (2000) explains a way to motivate employees with intrinsic rewards as provision of stimulating job assignments. For this to be effectively done, you must be able to gauge the type of activities that each of your employees would find stimulating.

As stated above intrinsic motivation has been regard more significant as compared to extrinsic motivation. However Brown (2005) argues that extrinsic motivation should not be discarded as it is equally important by stating that pay is one of the most powerful motivating tools. Similarly, Armstrong (1997) emphasizes the value of extrinsic motivation by saying that money gives one moral to work by providing for their needs.

Therefore the integration of the two types of motivation should be taken in to consideration by the different employers while taking care not to consider money as the only extrinsic motivator despite its importance. Kinicki and Kreitner (2004) and Colquit Lepine and Wesson (2011) all support the above argument by stating that the combination of the two with emphasis on intrinsic would work. The motivation of employees therefore is important both intrinsically and extrinsically, management needs to understand and apply both types of employee motivation.

From the above employees are motivated by both intrinsic and extrinsic motivators and hence a combination of the two needs to be derived so as to best motivate employees. Teachers as employees also need to be motivated by both types. Management of educational institutions therefore needs to understand the two types of motivation and apply them to teachers.

Despite all the above suggested ways of motivating employees, money has been considered the most important motivator by scholars like Kleiman (2002) who states that monetary benefits are far likely to influence an employee to perform better as compared to the nonmonetary benefits.

The importance of understanding the ways through which employees can be motivated is in management's ability to determine which form of motivation is the most effective for inspiring the desired behavior in employees. None of these styles of motivation is inherently good or bad, the positive or negative outcome is truly determined by the way they are used. According to the work of Kuvaas B and Dysvik (2010) different motivations may co-exist and mutually interact. That is, motivations differ in the context of an organization's operations and individual.

2.3 MOTIVATION AND EMPLOYEE PERFORMANCE

The main indicator of motivation of workers in any organization is their great performance which can be indicated by the success of the organization. Guest (2002) notes that there exists a significant relationship between employee motivation and performance. In relation, Griffin and Ebert (1991) state that organizational success is a resultant of employee satisfaction for a class of motivated employee who perform better. Hence the indicator of motivation is great employee performance while that of performance is success of the organization.

The relationship between motivation and employee performance is significant (Armstrong, 2010, p.136) and it ought to be noted that high performance is achieved by well-motivated people who are prepared to exercise discretionary effort. This means that for organizations to achieve desired levels of performance, motivation of the work force is important. This will in turn lead to greater employee performance that is likely to lead to greater performance of the organization as a whole there by benefiting it and increasing its competence.

In support of the above argument Colquitt, LePine and Wesson (2011, p. 200) regard the relationship between motivation forces and performance to be positive with the motivating forces of the strongest performance effect being self- efficacy and competence because people who feel a sense of internal confidence tend to out- perform others. This therefore continues to indicate the relevance of motivation especially intrinsic motivation since both self- efficacy and competence are intrinsic motivators.

The relationship between motivation and employee performance has further been regarded significant by Courgar, Zawacki and Oppermann (1997), Camilleri and Herjden (2007), Quigley (2007) amongst others. Despite the various scholar contributions regarding the relationship between motivation and employee performance significant, none of them states that its 100%. Hence a stand that this relationship is positive to a great extent would be more realistic because the motivation of employees does not guarantee that they will perform as expected.

Deci (1972) states that it's not all motivation will lead to greater employee performance. This could be related to the assumption that motivation encourages unlike force employees to perform better, hence the decision of performance having been left to the employees it's not a guarantee that they will perform. When the motivation of the employees becomes too much or monotonous it is likely to lose meaning Amabile (1993). Therefore a lot of care needs to be taken when motivation employees for better performance by carefully selecting the methods to apply and avoiding monotony.

The motivation of employees also may not lead to greater performance for all the employees (Hackman and Oldham, 1976). The difference of each employee from another could be used to explain the above argument since what may influence one employee to perform better may not influence another to do the same. This therefore calls for management establishing what motivates each and every employee and then apply it to them so as to better performance.

In the cases where the motivation of employees does not correspond with their performance levels, it is likely to lower the productivity of the organization since the motivation of employees involves expenses which are off set from the revenue. The absence of an increase in revenue may lead to lower profits since the expenses will have increased. The level of out comes in this case profits for a profit making organization having been indicated as a measure of organizational performance by Kane (1996) indicates low levels of performance even after motivation. Therefore care should be taken to have employee motivational levels corresponding with the organizational performance levels or else they will have adverse effects on the organization.

The implied significant relationship between motivation and employee performance should not be misunderstood to take motivation as the only factor influencing employee performance. There is likely to be other positive factors both within and beyond the employer's control that affect

employee performance like the personal characteristics, family back ground and others. Therefore despite the significance of motivation to employee performance, other factors also influence employee performance and hence need to be considered too.

In conclusion an assumption can be made that there is a direct relationship between motivation and employee performance to great extent since motivation is significant but not the only process responsible for employee performance and not all motivation leads to better employee performance.

2.4 THE IMPACT OF MOTIVATION ON EMPLOYEE PERFORMANCE.

The motivation of employees just like all the factors concerning working conditions has an impact on their levels of performance as it is directly applied to the employees Sweeney and McFarlin (2002). This therefore indicates that employee motivation influences the levels of performance amongst the employees.

Armstrong (2010) specifies the impact of motivation on employee performance as positive by stating that well motivated employees perform to their expectation. This not only implies that motivation has an impact on employee performance but it regards the impact positive. Therefore for employers and management to increase employee performance, they need to motivate these employees since from the implied relationship increase in motivational levels will lead to increase in their performance levels.

In relation Cole (2002) states that high performance is achieved by well-motivated people. This is a clear indication of the assumed positive impact of motivation on employee performance. Colquitt, lePine and Wesson (2011) also regard the impact of motivation on employee performance as positive since effective job performance often requires high levels of both ability and motivation.

Quite apart from the benefit and moral value of an altruistic approach to treating colleagues as human beings and respecting human dignity in all its forms, research and observations show that well motivated employees are more productive and creative. (Accel, 2014) this still indicates the impact of motivation on employee performance to be positive.

Motivating people is about getting them to move in the direction you want them to go in order to achieve a result (Armstrong, 2009, p. 317). Therefore if the direction is performance, results will be achieved and hence motivation when directed to the improvement of employee performance levels and done in the right way will definitely improve the performance levels and hence have a positive impact on the performance levels. In the effort to improve performance levels, Management should pay attention to motivation of the employees to perform.

The impact of motivation on employee performance is positive as seen above, as long as the employees are motivated in the right way they will definitely perform. It must however be noted that motivation of employees is an inner drive for the employees themselves hence it cannot be seen but felt in the related aspects like the performance. (Colquitt, LePine and Wesson, 2011, p. 200). Therefore the management should look out for results of employee motivation in the different aspects that it affects like performance.

The motivation of employees has been indicated to have a positive impact on performance. Therefore it can be related to employee performance levels so as to obtain the levels of motivation in an organization. In relation Drucker, Butterworth and Heinemann (1997) states that motivation can be measured by directly relating it to employee performance n levels this therefore means that for organizations to establish their levels of motivation they can use the performance levels of organizations.

The impact of motivation on employee performance has not been proved to be 100% positive despite the many scholars in support of the impact being positive. However, cases of the impact of motivation on employee performance being negative have been minimal (Kimbugwe 2003). Kimbugwe further states that application of wrong means of motivation leading to no results in terms of performance should not be misunderstood to mean there is negative impact of motivation on performance

Luthans (2005) emphasizes motivation to be an inner feeling and hence the employee cannot tell when they have successfully motivated the employee unless they are performing. This therefore means that in the cases where there have been efforts of motivation but the employees do not perform then chances are high that the motivation efforts were not successful and hence

shouldn't be taken to imply a negative impact of motivation on performance since the employees were not motivated in the first place.

Motivation done in the correct way will definitely lead to improved employee performance since when they are motivated they perform better (Ferrell, Hirt and Ferrell, 2006). Therefore management needs to focus on deriving the best way to motivate the different employees and this well done will definitely lead to improved performance.

The impact of motivation on employee performance can therefore be concluded as positive to a great extent since it has not been proved to be 100%. The great extent can however be relied on and hence motivation could be one of the best ways to improve employee performance.

2.5 CHALLENGES OF MOTIVATING EMPLOYEES.

The job of a manager in the workplace is to get things done through employees. To do this the manager should be able to motivate employees. But that's easier said than done! Motivation practice and theory are difficult subjects, touching on several disciplines (Accel, 2014). This therefore presents the motivation of employees as a challenge to the management.

Mendonca and Kanungo (2003) state that in spite of enormous research, basic as well as applied; the subject of motivation is not clearly understood and more often poorly practiced. This indicates that the poor practice of motivation is common and hence it's likely that management faces challenges in the effort of motivating employees.

Motivation is a difficult area to understand by to managers, employees and their unions (Cole 2004). For managers who are mainly in charge of motivating employees the heterogeneous characteristics of these employees could be one of the main factors challenging them. Therefore management needs to try to understand all classes of employees so to know how to best motivate them.

Indeed management can be such a captive of its own values as anyone (Luthans, 2005, p. 76). The management style which is the managers preferred approach of handling relation matters with employees which reflect the way that he or she exercises authority over subordinates affects employee motivation since there are as many management styles as there are managers

(Rollinson and Dundon, 2007, p. 77). This therefore possesses a challenge for the motivating employees since all the managers are different, they all cannot use the same approach.

Robbins (1998, p. 165) regards motivation as the most difficult factor to manage due to the fact that human attitude/behavior is full of complexities and thus difficult to manage. In their study of job satisfaction in India, Chapman (2003) found that teachers indicated reasons for job dissatisfaction to include illiterate parents. This as a factor for job dissatisfaction is beyond the control of management and hence posing a challenge for motivation. This therefore means that some factors affecting the work environment are beyond the control of management and hence cannot be adjusted to motivate employees.

In relation Brooks and Shell (2006), states that the motivation of employees goes beyond the working environment to characteristics of the employees life. This means that the employees have a lot of problems personal, social and economical which affect their motivation and hence make it hard for their employers to motivate them. Therefore employers at some points need to be more involved with their workforce so as to determine how best to motivate them successful.

Casio (2003) states that despite the importance of motivation, it can be very expensive to the organization. It involves high costs like high employee salaries, allowances and other incentives which are likely to increase the cost of production of the organization and hence reduce the profits of the organization. This expenses involved in the motivation of employees therefore discourages the employers from motivating the work force.

It must however be noted that the motivation of employees if done the right way could turn out not be expensive at all since its assumed to increase the performance levels of the organization and at the end of the day the money spent in the motivation of the employees will be multiplied in the profits as the employee performance will have increased. Therefore organizations should ensure to apply the best motivators so as to have performance which will offset the cost of the motivators applied and hence reduce the challenges of motivation.

The lack of the most sufficient way to motivate employees also possesses a challenge to management on employee motivation. Conningham and Stanley (1993)state that none of the ways of motivating employees suggested by different scholars has been considered most

appropriate. This therefore leaves the decision to management to decide what ways to apply employee motivation hence management should ensure to select ways that will motivate majority of the employees or use different motivators on different employee.

Motivation is an internal feeling for the employee which cannot be felt by the other people including those responsible for the motivation Neo (2010). This therefore makes the outcome of efforts by management to motivate employees uncertain given the impact of motivation on employee performance has not been proved to be 100% positive. This makes management face a challenge since they cannot commit themselves to a process whose outcomes they are not sure will be positive. However, management should appreciate employee motivation and try to administer it in the best way possible so as to have results.

Lack of understanding of motivation by employees and their unions can be a challenge to employee motivation (Robbins 1998 pp. 165-167). Many employees interpret motivation programs as cajoling programs. Some even seek to turn the contents of the programme into rights, and do very little to contribute to the motivation situation. This therefore makes it hard for management to motivate the employees since they tend to think that what management offers as rights are their entitlements and hence do not appreciate them. Management needs to educate employees on their motivation and clearly explain to them how it works so that they get involved and make management's work of motivating them less challenging.

Muyinda (2005) states that leaving the motivation to strictly human resource managers (HRM) is a challenge to the process. Muyinda explains that consequently it is assumed that it is the responsibility of ma HRM managers and the rest of the stake holders ignore their role in employee motivation. In relation Alhas (2007) emphasizes the lack of sufficient support from top management as a challenge to the HRM in employee motivation. Therefore the HRM needs to involve all the relevant stake holders like other managers, the employees themselves, employee unions and others in the motivation process for it to be less challenging.

Inadequate human resource especially at lower levels and coupled with this is the issue of attracting and retaining them has been presented by Gregor (1985, pp33) as a challenge to employee motivation. This over works the employees previously retained and also indicates less

competence of management (Robbins 1998 p 165). Therefore management needs to set clear policies of recruitment so as to best recruit and retain employee.

Lack of clear human resource policies is another challenge faced by management in the effort of motivating employees Kimbugwe (2003). Some organizations have rules well stated but not policies. Consequently they do not take practices of human resource management like motivation seriously. Without policies, managers have no guide and often times resort to precedent, some managers are brilliant but these cannot be a perfect substitute for policies. For management to have the motivation of employees run smoothly, human resource policies have to be set and followed.

Grobler and Warnich (2006) states that the attitude that cares about self and not the enterprise poses a challenge to employee motivation .In Uganda people do only care about themselves, while in japan they care about the enterprise and in America about the professions (Muyinda 2005). This ethics of personal advantage contributes to the promotion of corruption, laziness, carelessness and other vices which make the working environment is aversive to motivation of employees. For that matter therefore managers need to try and change the selfish nature of employees by encouraging activities like group work, joint research and seminar and also by educating them on the implications of being self-centered. This could help change the employees' attitude and hence aid motivation.

In relation Robbins (1998 p 165) states that there is the human temptation to be corrupt and misappropriate funds meant for motivation. There is still a lot to be done in the area of accountability especially to the beneficiaries through their involvement (Kuvaas and Dysvik, 2010, pp. 138-156). This indicates that the motivation of employees is affected by lack of accountability for the funds involved especially due to the corrupt nature of humans who misappropriate these funds. To overcome this management needs to involve the beneficiaries and put in place tight rules and regulations concerning the accountability of such funds.

Organizations hesitate to offer services with the fear of encouraging more requests because of man's insatiable nature has also posed a challenge to employee motivation (Kimbugwe 2003). Due to managements fear that when they provide different motivators to the employees, they will in turn ask for more and hence management becomes hesitant to offer motivators. Therefore

employees should be educated that motivators are just incentives to perform but not entitlements and hence management is not obligated to provide more upon their request.

Poor planning which results in most development plans being bogged down in trying to solve problems than other factors like motivating employees is a challenge to employee motivation in organizations (Kuvaas and Dysvik, 2010, Pp. 138-156). Planning for organizations therefore needs to incorporate the employee motivation as a main aspect for it to be successful

Maintenance of such services provided to motivate employees is a big challenge due to the beneficiaries' ignorance that ends up in most instances ignoring the amenities (Alhas 2007). This in turn is discouraging to management which is trying to provide these services. Employees need to be educated about the different services or motivators the Organisation has to offer so that they do not mishandle them.

Sometimes contracts of provision of such services are given to incompetent contracting firms because of political influence and corruption during the process of tender award the end result is shabby and shallow job which leads to a short life span of the amenities (Muyinda 2005) This poses a challenge to management yet it's not in their fault, however for this to be checked contracts need to be awarded carefully on merit so as to obtain the best service provider and check cases of incompetence.

From the above it can be seen that for the employers to motivate their workforce effectively, they also need to ensure they equip the organizations with all the necessary up to date equipment for work so that the employees' work is made easier and enjoyable. It must be noted the employers are faced by the challenge of rapid changing environment around them and the stiff competition plus the high levels of inflation which make it hard for them to always update their equipment.

2.6 THE THEORIES OF MOTIVATION.

For purposes of this research focus has been put Herzberg's two factor theory which has been presented as the theoretical frame work in chapter one, with main focus on this theory the rest of the theories will be discussed in relation to Herzberg's two factor theory.

Herzberg's two factor theory as a content theory of motivation attributes employee motivation to two factors (Armstrong, 2010, p.136). The first category of factors being those whose presence

avoids dissatisfaction called the hygiene factors and the others being those whose presence causes satisfaction called motivators (Braton and Gold, 1994). The job it's self is seen as a motivator through job rotation, enlargement and enrichment hence a motivator factor.

Ivancevich (2008, p. 298) states that the theory tries to find out what people want form work. The motivator factors are laid within the job itself while the hygiene factors are the environments of the job that prevent dissatisfaction. Therefore the motivators are the factors responsible for employee motivation.

The table below gives common examples of motivator and hygiene factors as explained by Herzberg's two factor theory, a content theory of motivation.

Table 1. Herzberg's two factor theory

Motivator Factors	Hygiene Factors
<i>The job itself</i>	<i>Environment</i>
Achievement	Policies and administration
Recognition and accomplishment	Supervision
Challenging work	Working condition
Increased responsibility	Interpersonal relation
Growth and development	Money, status, security

Source Luthans (2005)

From the table 1 above it can be seen that the motivators are more associate with job its self while the hygiene factors are the working conditions surrounding the job. This therefore presents the job as a motivator (Braton and Gold, 1994). Motivator factors are responsible for intrinsic motivation and hence they are of great importance to the motivation process. The motivator factors are more likely to influence performance as compared to the hygiene factors.

The Herzberg's two factor theory not being the only content theory of motivation, the rest of the content theories of motivation have been discussed alongside it as below;

Maslow's (1943) Hierarchy of Needs as a content theory of motivation emphasizes that people want needs. They always want more and what their want depends on what they have. Armstrong (2009, p.324) presents this theory as the most famous classification of needs at different levels.

Luthans (2005) breaks down these needs starting from the first level as Physiological needs, security needs, social needs, esteem needs and self-actualization. Luthans (2008, p.170), relates the first three needs of physiological, security and social to Herzberg's hygiene factors and the other two to the motivators

Price (2004, p.16) further relates Maslow's hierarchy of needs to Herzberg's two factor theory by stating that the three lower level needs avoid dissatisfaction while the other two bring satisfaction. This therefore indicates that as one goes up the hierarchy needs change from hygiene to motivators and hence the importance of motivators.

Cole (2002,p. 97) presents Alderfer's theory as another content theory of motivation developed as a modification of Maslow's hierarchy of needs and it suggested that people's needs are arranged along a continuum rather than in a hierarchy and that there are three rather than five groups of needs. According to Luthans and Davis (1995, p. 154) this theory was developed from not only Maslow's but also Herzberg's two factor theory to formulate a need category model that was more in line with the existing empirical evidence, the theory does not express the value in categorizing needs and the distinction between lower order and higher order needs

Newstrom and Davis (1993) present the three needs in relations to Maslow's five needs starting with the lowest as existence which relates to Maslow's physiological and safety needs, relatedness which is Maslow's social need and growth that is Maslow's esteem and self-actualization needs

The three needs can be related to the Herzberg's two factor theory just like Maslow's hierarchy from which they were developed. Luthans (2005, p. 245) further explains that the first two needs of existence and relatedness are hygiene factors while the third of growth is a motivator. This therefore emphasizes the relevance of motivators over hygiene factors since the motivators are higher than the hygiene factors.

McClelland's achievement theory, presents an alternative way of classifying needs developed by McClelland (1961). Based mainly on studies of managers he identified three needs as being most important and these included, needs for achievement, power and affiliation as the motivators for employees (Ferrell and Hirt (1992). Kleiman (2002) relates the needs above to Maslow's needs of self-actualization esteem and love respectively .Cole (2002, p. 98) relates this theory to

Herzberg's two factor theory by considering the need for achievement as a motivator and the others as hygiene factors

Mcshane and Glinow (2000) emphasize that all the four content theories of motivation as presented above are related. Despite Maslow's hierarchy of need being the earliest of all these theories, the Herzberg's two factor theory is the most important of all the four content theories (Brass 1981) other scholars like Sweeney and McFarlin (2002, p.88) Kanungo and Mendonca (1992, pg.82) are all in support of Herzberg's theory being the most important content theory of motivation since it presents two aspects of employee motivation that to say satisfaction and dissatisfaction. It also goes ahead to recommend satisfaction for effective employee motivation hence the managers need to focus on satisfaction or motivator factors.

The other category of motivation theories are the process theories (Ivancevich, 2008, p.131). These theories were developed to provide a more comprehensive explanation of how an individual starts, sustains, directs, and stops work motivation. The process theories will be discussed with reference to Herzberg's two factor theory in detail below;

Vroom's expectancy theory as a process theory of motivation emphasizes valence (anticipated satisfaction from an outcome), instrumentality (the distinction between the first and second level outcome) and expectancy (perception of an outcome) as the main factors affecting employee motivation (Griffen and Erbert, 1992). It is commonly called the VIE (Valence, Instrumentality and Expectancy) theory as stated by (Luthans and Davis, 1995, p. 154).

Brown (2005), states that those who believe they can get what they want are more motivated than those who believe they cannot. This therefore attributes this theory to motivators like esteem or belief in one's self and hence relating it to Herzberg's two factor theory (Griffen and Erbert, 1992). Bernardine (2010, p. 368) states that the aspect of vroom's theory that relates it to Herzberg's two factor theory continues to emphasize the importance of the motivators over the hygiene factors.

Another process theory of motivation, the equity theory focuses on peoples feeling of how fairly they have been treated in comparison with the treatment received by others both in the same or different organizations (Kleiman 2002) agrees with this statement and adds that the unfair treatment of one demotivates them since it makes them feel less appreciated and lowers their self

-esteem. This therefore relates the theory to Herzberg's two factor theory since self-esteem is a motivator and further shows the importance of the motivators over the hygiene factors. (Armstrong, 2010, p.142)

Goal setting theory as a process theory of motivation assumes that behavior results from a person's conscious goals and intentions. Goals influence a person's behavior by directing energy and attention, sustaining effort over time, and motivating the person to develop strategies for goal attainment (Noe, 2010, p.145).

This therefore presents the factor influencing performance as desire for goal achievement which can be related to Maslow's self-actualization especially when the goals are individual (Seligman, 2002). Maslow's need for self-actualization having been earlier related to the motivators of Herzberg's two factor theory could be taken to mean that the need for achievement in the goal setting theory is also a motivator factor. In relation achievement is also one of the motivators listed in Herzberg's theory it's self hence it is related to goal setting (Kreitner and Kinicki, 2004, p. 304)

Reinforcement theory, developed as a counterpoint of the goal setting theory is a process theory of motivation which takes a behavioristic approach that reinforcement conditions one's action, it sees behavior being as a result of the environment unlike goal setting which suggests is a cognitive approach proposing that an individual's purpose directs their action (Sweeney and McFarlin, 2002, p. 93).

Drucker (1997) states that if one can be fired for poor performance then one must also be able to get rich for extraordinary performance. This shows that the main aspects of this theory are benefits for good outcomes and punishment for the bad ones, the aspects are all related to the working conditions and hence hygiene factors of Herzberg's two factor theory.

However there has been no evidence of the rewards and punishments influencing the employee performance 100% (Kreitner and Kinicki, 2004, p. 304). Therefore even after they have been administered it's still the employees' decision to perform and this comes from within and could be related to the job and hence still presents the motivator factors as more important (Robbins and Judge, 2009, p. 224).

Armstrong (2010, p. 140) states Herzberg's two theory continues to thrive because it is easy to understand, seems to be based on real life rather than academic abstractions and partly because it convincingly emphasizes the positive value of intrinsic motivation. In relation Luthans (2010, p.172) explains that this theory provided a new light on the content of work motivation, to this point management had generally concentrated on the hygiene factors when faced with a morale problem the solution was higher pay, more benefits and better working conditions which has been pointed out not to work.

The Herzberg's theory is however criticized by Drucker (1997) who states that it applies least to people with largely unskilled jobs hence ignoring the unskilled workers. In relation Luthans (2008, p.173) states that from the academic perspective it over simplifies the complexities of work motivation. Despite such criticism there is still evidence of the effectiveness of this theory because it was tested on a company in Canada by Phillipchuk who concluded that it's applicable to employees (Noe, 2010).

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter discusses the methodology the researcher used in carrying out the study on the impact of motivation on employee performance in universal primary education. The researcher discusses the research design, study area, study population, sample size, sampling techniques and data collection methods and instruments used to obtain data on the topic of research. Methods of quality control which were used to access the reliability and validity of data obtained are also explained. The different processes through which the acquired data was analyzed are explained. At the end of the chapter the researcher presents the ethical considerations followed while carrying out the study and the limitations of the study.

3.1 RESEARCH DESIGN

The study was conducted using the case study approach, a case study being an intensive analysis of an action or an instance in action for example a person, group or event (Cooper &Schindler ,2006). This approach was used because it provides a description of a specific area where the researcher focuses during the research study in the shortest time possible and allows the use of data in a limited time.

Triangulation as the use of both qualitative and quantitative techniques of research was used in the study since it provides the benefits of using both techniques. Sarantakos (1998) states that triangulation provides better findings as compared to using one of the techniques since the limitations of one technique are over lapped by the advantages of the another.

3.2 AREA OF STUDY

The research was based on UPE schools in Gayaza County of Wakiso District, in order to find out the impact of motivation on the performance of employees under UPE schools. Gayaza County was chosen as a case study because it had the needed UPE schools, the researcher was familiar with it and the respondents showed willingness to provide the needed information.

3.3 STUDY POPULATION

The target population of study is made up of 75 employees from 7 selected UPE schools in Gayaza County of Wakiso district. These selected schools included; Gayaza junior school P/S, St Theresa Gayaza girls school P/S, Bishop Mukwaya P/S, Gayaza boys P/S, Wampewo P/S, Buyinja P/S and kasangati Muslim P/S.

This population includes head teachers, deputy head teachers, members of the board of governors, teachers and other members of the nonteaching staff. These were chosen as respondents because they are the best source of information about the impacts of motivation on employee performance in UPE schools since they on ground and know what exactly is taking place.

3.4 SAMPLING PROCEDURES

A sample being a smaller group obtained from the target population for investigation (Amin, 2005)it's a fraction or subset of the target population and for it to be effective, it must be more than 30% of the target population. A sample of 51 respondents was chosen from the target population of 75 employees. The selected sample size of 51 respondents being 68% of the target population indicates the sample size as effective since it's above 30% as earlier stated

Table 2 Sample size composition and percentage distribution.

Type of respondents	Number of respondents	Percentage distribution
Head teacher	3	5.9%
Deputy head teacher	3	5.9%
Board of governors members	6	11.8%
Bursar	6	11.8%
Teachers	24	47.0%
Casual labourers	9	17.6%
Total	51	100%

Source: Developed be the researcher.

3.4.2 Sampling Techniques

The researcher used Purposive sampling, this as a technique of sampling is where the Researcher consciously decides who to include in the sample (Amin, 2005). This technique was used because it saves time, selects typical and use full cases only and presents accurate information since the researcher selects respondents they know will give the needed information.

3.5 DATA COLLECTION METHODS AND INSTRUMENTS

The researcher used both primary and secondary sources while collecting data. Primary sources used included face to face interviews, self-administered questionnaires and observation.

Secondary sources used included available academic performance documents, Auditors Management letters and other school Publications.

Majority of the questionnaires but not all were self-administered by the researcher, 51 questionnaires were designed and respondents of all categories were asked to respond to the same set of questions in a predetermined order (Sarantakos (1998) Questionnaires were chosen because of the time limitation and partly because the Research is dealing with an elite respondents.

Interviews were another data collection technique that was used by the Researcher. They were used as a way of supplementing the questionnaires filled, but at the same time they enabled the researcher explore further into the responses given in the questionnaires especially given the importance of the research and the specialized nature of the topic under study.

Observation as another data collecting technique was used to supplement the finding from the questionnaires and the interviews. Since the researchers was required to go to the case study it was mandatory that they observe some aspects of the working environment or employee behavior that can be of aid to their research.

3.6 QUALITY CONTROL METHODS

Validity and Reliability

Validity refers to the truthfulness of the data presented by the sources while reliability refers to the consistency of results after repeated trials. The researcher tested the sample using the same questions. This ensured accuracy and consistency of the questionnaire. To determine the validity and reliability of tools, the researcher used experts to read through the set of and organized research instruments for correction and thereafter, such tools were taken to the field to the chosen target population to test them. This enabled the researcher to find out whether the tools would be clearly understood by the target population.

3.7 DATA ANALYSIS

The collected data was checked for any mistakes and all gaps filled then later analyzed both qualitatively and quantitatively. The data was analyzed using soft wares on a personal computer like Statistical Package for Social Sciences (SPSS) and micro soft excel for quantitative data. Correlation was used as a way of assessing the relationships between variables were necessary

and narrative analysis used to explain the statements of respondents about their prospectus on the subject matter. The results were expressed in tables, graphs and pie charts in summary form for easy understanding.

3.8 ETHICAL CONSIDERATION

The researcher followed the right procedure during the study by first introducing herself to the respondents for identification, explaining to them the objectives of the study, then later providing them with a platform for response to the study questions in form of questionnaires or interview.

There were no cases of bribery of respondents for their help but instead the respondents were well explained to the importance of the research and willingly offered their help by responding to the questions of the researcher. This therefore means that the respondents were not forced to give out information but the researcher sought for their informed consent.

The findings of the study were strictly used for academic purposes and confidentially used to answer the research problem. In answering the research questions the researcher maintained objectivity in relation to the processes she used to collect data.

3.9 LIMITATIONS OF THE STUDY

Research was conducted using a few schools in Gayaza County of Wakiso district (case study), with an assumption that the results could be applied to other UPE Schools yet all schools differ.

It was not possible to make a study on all UPE Schools in Uganda or even in Wakiso District so zeroing down to only seven schools limited the study but it was assumed that all schools in most cases have the same objective and values hence making the research results valid.

The time was also limited for the researcher to make an in-depth understanding of the variables hence a limitation to the study. This was solved by using multi methods in order to get enough information.

The money available was not sufficient for all the research processes involved and this limited the researcher since they needed to spend a lot of money in the process of carrying out the study.

Some of the respondents of the study did not understand the variables of the research and hence could not respond as required. For those that seemed to understand, they could not express themselves so their responses were hard for the researcher to analyze.

CHAPTER FOUR; DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

The purpose of this study was to investigate the relationship between motivation and employee performance in UPE schools in Gayaza County, Wakiso district- Uganda. In terms of organization, the chapter first presents the response rate, the socio-economic characteristics of respondents, followed by a detailed presentation, analysis and interpretation of results to address specific research objectives, conceptual framework, hypothesis and the theoretical framework that guided the study under chapter one and two. The findings were obtained from primary sources by the use of administered questionnaires and an interview guide. The data was analyzed scientifically using SPSS computer package in calculating mean and standard deviation. The analysis and discussions of the findings are presented with the aid of tables and statements.

4.1 DEMOGRAPHICS OF RESPONDENTS

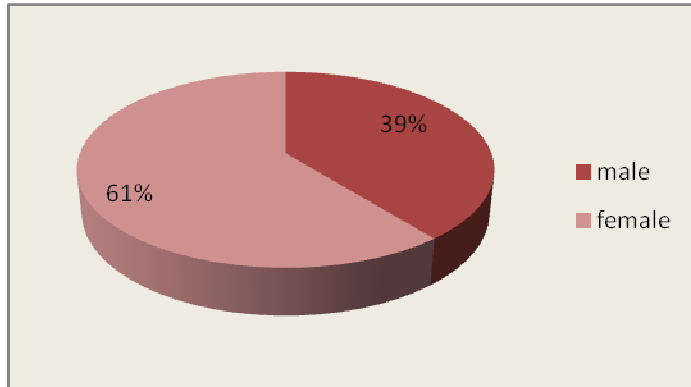
A sample size of 51 employees from 7 selected schools was used; this therefore means that a total number of 51 questionnaires were distributed and all of them were returned fully completed with some of them having been self-administered, making a response rate of 100%.

The demographic characteristics of the respondents were deemed necessary because the ability of the respondents to give satisfactory information on the study variables greatly depends on such information. These characteristics solicited data on the samples and this has been presented below, categorized into gender, category, age, education level, years of work and the level of management.

4.1.1 Gender

The researcher found it important to categorize the respondents in terms of gender, that is to say male and female. The number of respondents belonging to each class of gender is presented below.

Chart 1 Gender distribution of respondents



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	20	39.2	39.2	39.2
Female	31	60.8	60.8	100.0
Total	51	100.0	100.0	

Source; Primary data 2014.

From results presented in chart 1 it can be seen that the research was developed from both male and female responds. Despite the finding indicating that the female are more than the male with the female making up 60.8% and the male 39.2% it still gives a good ground for the research and matches the general assumption that the female are more than the male.

4.1.2 Age Range

The researcher also found it necessary to establish the age range of the respondents as the different people in different age classes have different motivators. In determining the age range of respondents they were categorized in to in to different classes as presented below in summary.

Table 3. Age range

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 20	1	2.0	2.0	2.0
21 to 30	18	35.3	35.3	37.3
31 to 40	18	35.3	35.3	72.5
41 to 50	10	19.6	19.6	92.2
Above 50	4	7.8	7.8	100.0
Total	51	100.0	100.0	

Source; primary data 2014.

The findings show the age distribution of the respondents with most of the respondents falling in the age bracket of 21 to 30 and 31 to 40 this therefore means that most of the respondents were between the age of 21 and 40 which is a reliable characteristic since they are not too old or young. Generally the population was made up of mature people since there was only one person below 20 and the respondents were also not so old since there were only 4 people above 50. This can be related to population characteristics of the general public with only a few people exceeding the life expectancy of 45 years.

4.1.3 Level of Education Attained

The level of education attained by the different respondents was established so as to help relate their levels of management and their response. Different people of different education levels have different attitudes towards situations and hence affecting their response this therefore made it necessary for the levels of education attained by the respondents to be established.

Table 4 Education level of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Certificate and below	12	23.5	23.5	23.5
Diploma	29	56.9	56.9	80.4
Degree	5	9.8	9.8	90.2
Above degree	5	9.8	9.8	100.0
Total	51	100.0	100.0	

Source; primary data 2014.

From the results presented in table 2 above, most of the respondents had diploma (29, 56.9%) followed by those with certificates and below (12, 23.5%). This therefore indicates that on average the employees of the UPE schools are diploma graduates. The respondents that are above a degree are only 5 and these were all members of the board of governors since they would be highly qualified to be teachers and the other professions in the primary school.

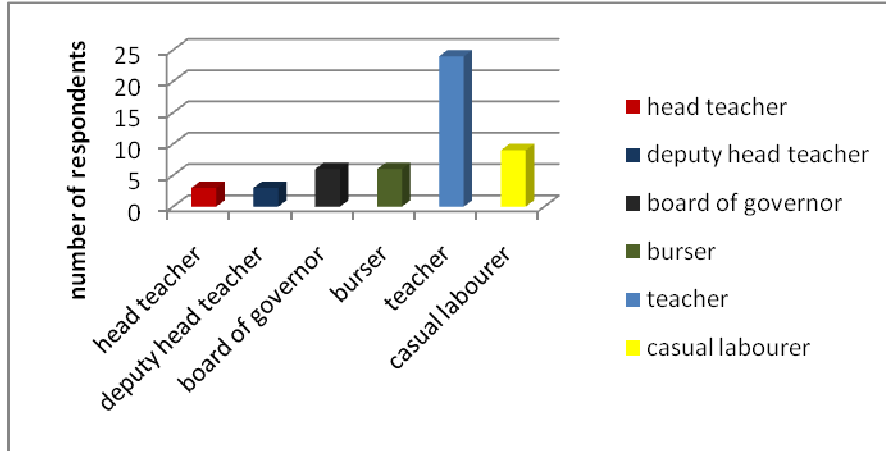
From the responses of interviews trends have changed and presently people with degree are being recruited for primary teachers unlike in the past where it was rare to find a degree holder as an employee of a UPE school.

However from the finding it has been established that most of the degree holders in the UPE schools are employed as either head teachers or deputy head teachers. In addition a respondent who was interviewed stated that majority of the teachers with diplomas are upgrading to degree so that they can be promoted to being head teachers.

4.1.4 Position of Respondents

The researcher went ahead to identify the different positions held by the respondents since these are expected to affect the response and below is the summary of the positions of the respondents.

Graph 1. The positions of respondents



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Head teacher	3	5.9	5.9	5.9
Deputy head teacher	3	5.9	5.9	11.8
Board of governors	6	11.8	11.8	23.5
Bursar	6	11.8	11.8	35.3
Teacher	24	47.1	47.1	82.4
Casual labourers	9	17.6	17.6	100.0
Total	51	100.0	100.0	

Source; primary data 2014.

The results presented in graph 1 show the different occupations of the respondents and it can be seen that most of the respondents were teachers who were 24 and making up 47.1% of the respondents. This is relevant for the research since teachers are the main employees of the UPE schools. The respondents also included casual labourers, bursars, deputy head teachers, head teachers and members of the board of governors. The positions with least number of respondents were the head teachers and deputy head teachers that made up 3(5.9%) for each of them. This

could be related to the fact that a school will have only one head teacher and deputy head teacher yet have more than one teacher.

4.1.4 Level of Management

The researcher went ahead to find out the levels of management to which the respondents belong after having attained the positions held, it was deemed necessary to establish the level of management as its assumed to affect the response.

Table 5. The level of management of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lower level	30	58.8	58.8	58.8
Top level	13	25.5	25.5	84.3
Middle level	8	15.7	15.7	100.0
Total	51	100.0	100.0	

Source; primary data 2014.

The findings presented in table 3 above indicate that most of the respondents were from the lower level of management since it had 30 respondents and 58.8% of the total number of respondents. This can be related to teachers making up most of the respondents as earlier presented to be 24 and hence 47.1% of the occupations and they are usually on the lower level of management, hence the big range of lower management. Middle management which had the least number of respondents (8, 15.7%) was made up of mainly bursars these having been one per school, it is realistic that they few.

4.1.5 Years Worked For the Organization

The researcher regarded it necessary to establish the number of years respondents have worked for their schools since it can be related to the motivation levels and it also affects their response since people that have worked for the school longer have a different perception of it as compared those that have just been recruited.

Table 6. Years worked for the school by the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5	20	39.2	39.2	39.2
5 to 10	19	37.3	37.3	76.5
Above 10	12	23.5	23.5	100.0
Total	51	100.0	100.0	

Source; primary data 2014.

From the above table, most of the employees have worked for the different schools for a short time which is less than 5 years (20, 39.2%). This could be due to the unfavorable working conditions in these schools that the employees always grab any chances of better employment. In relation Tibakabikoba (2012) regards the working conditions in UPE schools as un favorable for the employees.

It could be due the government influence since it's the one in charge of distributing teachers to the schools and therefore keeps transferring them to other schools after they have worked in their previous schools for a short period of time.

However the employees that have stayed in the schools for more than 5 years and above cannot be ignored and response from one of the interview with one of the head teachers revealed that for employees especially teachers that have stayed with the school for 5 years and above they have part time jobs in nearby private schools and hence this supplements their income and keeps them in the government schools.

The findings also indicated that most of the employees that had stayed with the schools for the longest period like those under the category of above 10 years are board members and these are made up of people well established and permanently employed elsewhere an hence are not affected by the conditions of the schools.

4.3 MOTIVATORS OF EMPLOYEES IN UPE SCHOOLS

Establishing the different motivators of employees in UPE schools as the first objective of the study was answered by the findings as below.

The findings indicated the most important motivators as salary increment, promotions, allowances like housing, lunch and transport, free education to the employees' children and recognition of one's efforts towards work like award of employee of the year, month and others. Below is a summary of the motivators and their ranks of importance according to the respondents

Table7. Motivators in UPE schools

Motivators	Percentage
Salary increment	43
Allowances (housing, transport, lunch and others)	13
Free education for employees children	14
Recognition	6
Promotion with salary increment	10
Promotion without salary increment	9
Others	5

Source; primary data 2014.

The motivators mentioned by the respondent showed the significance of both the extrinsic and intrinsic motivators since the mentioned included them both. This is an agreement with Sweeney and McFarlin (2002) that regard both intrinsic and extrinsic motivation important.

From the above mentioned motivators the highest ranked which is salary increment (43%) was regarded very important by respondents belonging to lower management and this could be due to the low salaries they receive. The results of one of the interviews conducted indicated that the average salary for the teachers is 230,000 to 300,000 UGX (Ugandan shillings) which is low.

The salary increment was also regarded important by young employees as compared to the elderly, this could be due to the young people still being interested in the money and some of them are starting families and hence have a lot to spend the money on.

Pension as a motivator was mostly mentioned by respondents above the age of 41 since such employees are about to reach the retirement age which in Uganda is 60 years. The employee below the age 40 did not regard it important since they feel they are still able to work and earn money.

In the case of intrinsic and extrinsic motivators the extrinsic motivators were regarded more important by the young respondents below the age of 41 years while the ones above 41 years of age regarded intrinsic factors like recognition and promotion as most important. This could be explained by the assumption that the elder people have worked enough and all they want is a feel of appreciation but no longer regard monetary gain important.

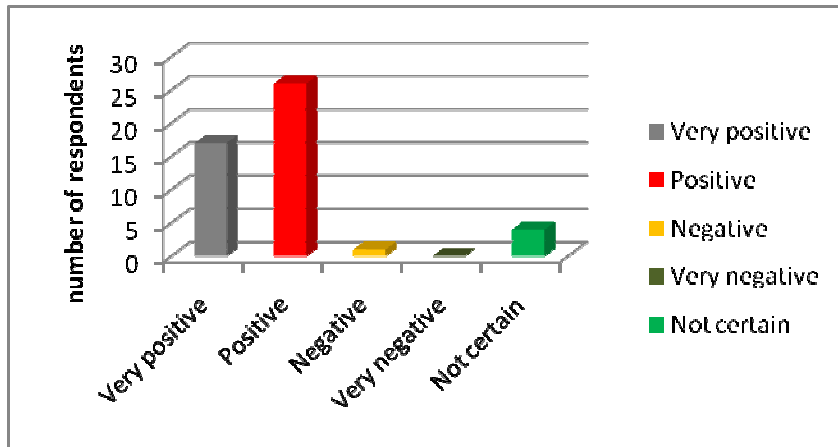
For the case of the younger respondents, they are still developing and need financial rewards to achieve their goals and responsibilities.

The results specified the motivators that have been implemented in the schools the respondents are employed in and it turned out that most of the mentioned had not been implemented in the schools. This therefore shows that the motivation situation in UPE schools is not good since most of the assumed motivators do not exist in such schools.

4.4 THE RELATIONSHIP BETWEEN MOTIVATIONAL LEVELS AND EMPLOYEE PERFORMANCE LEVELS

The research established the view of the respondents on the relationship between motivational levels and employee performance levels. Respondents were required to give their view by selecting from the options that indicate the relationship to be positive, strongly positive, negative, and strongly negative and those not certain were also catered for. The results regarding this relationship have been summarized below.

Graph 2. Relationship between Motivation and Employee Performance.



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very positive	17	33.3	33.3	33.3
Positive	26	51.0	51.0	84.3
Negative	1	2.0	2.0	86.3
Not certain	7	13.7	13.7	100.0
Total	51	100.0	100.0	

Source: primary data 2014

From the findings most of the respondents regard the relationship between motivation and employee performance positive with 26 out of the 51 respondents and making up 51.0% of the responses, only one respondent regarded the relationship negative.

This therefore means that according to the research finding there is a positive relationship between motivation and employee performance, this is in agreement with many scholars like Luthans (2005), Armstrong (2010) and others that all regard the relationship between motivation and employee performance positive.

The respondents that were not certain of the relationship between motivation and employee performance (7, 13.7%) were all from the lower level of management with low levels of education mainly from the category of casual labourers, this was a clear indication of ignorance of these respondents about motivation.

A Pearson's correlation coefficient was calculated between motivation and employee performance. The results of this coefficient have been presented below;

Table 8 Relationship between motivation and employee performance.

		Motivation	Employee performance
Motivation	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	51	51
Employee performance	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	51	51

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

The correlation coefficient as calculated indicates a strong positive relationship between motivation and employee performance of $r(51) = 0.672$, $p < 0.01$.

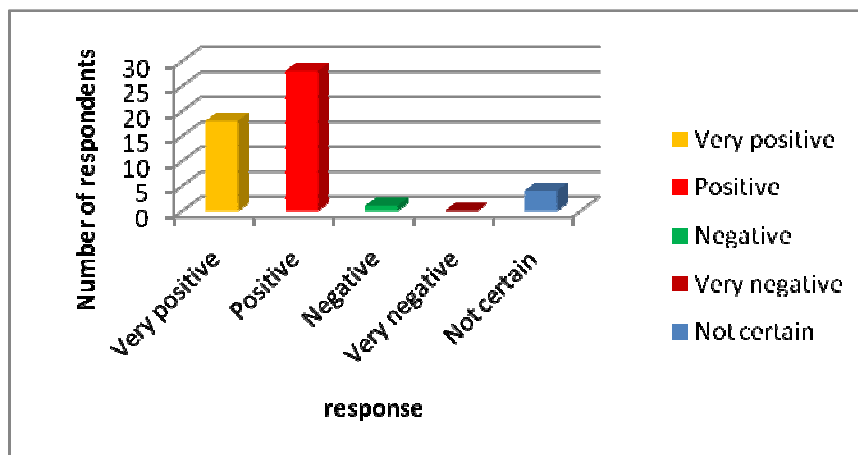
Possible reasons for this relationship could include but are not limited to; the assumption that human being always want to be appreciated, the ability of other organizations to motivate their employees, the perception of employees that work must be paid four and others.

The correlation coefficient matches the finding from the respondents since both indicate the relationship between motivation and employee performance to be positive.

4.5 THE IMPACT OF MOTIVATION ON EMPLOYEE PERFORMANCE

The respondents were asked to give a view on the impact of motivation on employee performance and were provided with options of strong positive, positive, negative, strong negative and not certain. Below is the graphical representation of the response regarding the impact of motivation on employee performance.

Graph 3 the impact of motivation on employee performance



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very positive	18	35.3	35.3	35.3
positive	28	54.9	54.9	90.2
negative	1	2.0	2.0	92.2
not certain	4	7.8	7.8	100.0
Total	51	100.0	100.0	

Source: primary data 2014

The findings indicated that majority of the employee thought the impact of motivation on employee performance to be positive with 28 of the 51 respondents and 54.9% which is followed by those that thought the impact was very positive (18, 35.3%). This shows that from the research finding, the impact of motivation on employee performance is positive. This is in agreement with Cole (2002), Robbins (1998), Price(2004) and many other scholars who all regards the impact of motivation on employee performance to be positive.

Some of the common reasons employees gave for the assumed positive impact included but were not limited to the following; it gives employees a feel of appreciation and hence they tend to work harder, employees develop a sense of belong to the schools they work for since such schools better their lives, employees work more devotedly since they expect returns, it checks the issue of part time employment elsewhere to increase financial gain which in long run reduces the commitment of the employees to their full time employment and others.

Only one of the respondents thought the impact to be negative and this was regarded to have no effect on the results since it's just 1 out of 51. 4 of the respondents were uncertain of the impact motivation has on employee performance and this could be due to their ignorance on the meaning of motivation since these respondents were all of a low level of education.

A Pearson's correlation coefficient was calculated for the impact of motivation on employee performance. The results of this correlation coefficient are presented below

Table 9The impact of motivation on employee performance.

		Motivation	Employee performance
Motivation	Pearson Correlation	1	.562**
	Sig. (2-tailed)		.000
	N	51	51
Employee performance	Pearson Correlation	.562**	1
	Sig. (2-tailed)	.000	
	N	51	51

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

From the correlation table (20) above, a significant impact was determined $r(51) = 0.562$, $P < 0.01$.

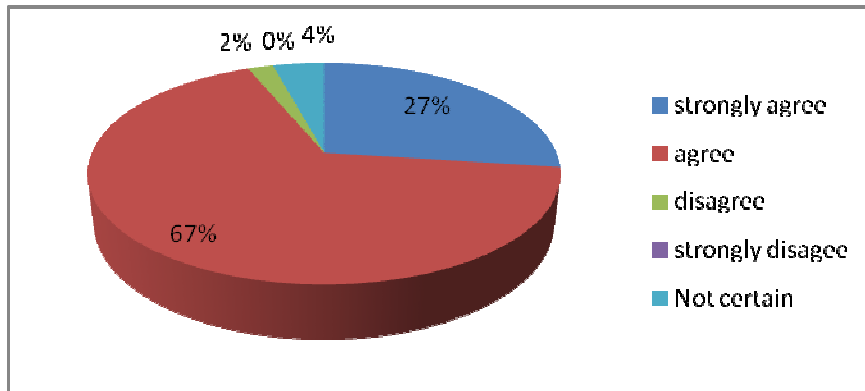
This indicates that motivation has an impact on employee performance. Possible reasons for this relationship could be the ability of motivation to influence performance, the existence of a relationship between motivation and employee performance among others.

The correlation coefficient as calculated above agrees with the findings since they both indicate that motivation has a positive impact on employee performance.

4.7 CHALLENGES OF EMPLOYEE MOTIVATION.

The research established the challenges faced by school management in effort of motivating employees, the researcher however first found out from the respondents if they think management faces challenges in the effort of motivating employees then later the specific challenges. Presented below is the response of the different respondents regarding the view that management faces challenges in the effort of motivating employees.

Chart 2; Management faces challenges while motivating employees.



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	13	25.5	25.5	25.5
Agree	32	62.7	62.7	88.2
Disagree	4	7.8	7.8	96.1
Not certain	2	3.9	3.9	100.0
Total	51	100.0	100.0	

Source: primary data 2014

From the results presented in chart 2, majority of respondents agree that management faces challenges in the effort of motivating employees since only 6 respondents with 4 (7.8%) disagreeing and 2 (3.9%) being uncertain were on the contrary. This therefore indicates that the respondents think management faces challenges in the effort of motivating employees.

This is in agreement with Kuvaas and Dysvik (2010, pp. 138-156) who emphasize the motivation of employees as a duty of management to be easier said than implemented. In addition Accel (2014) states that motivation practice and theory are difficult subjects, touching on several disciplines.

The challenges that were presented by the respondents included but were not limited to the following; government intervention which was mainly presented by top management, lack of sufficient funds that was regarded as the main challenge by the bursars and the head teachers, lack of the most appropriate way to motivate employees, different personalities of the employees and the lack of equipment among others.

The respondents that disagreed with the view that management faces challenges in the effort of motivating employees and those that were not certain were all from the lower level of management and this could be due to the assumption that such people never get involved in the motivation activities but are instead on the receiving end, hence they do not think that the people on the giving end face challenges.

4.8 CONCEPTUAL FRAME WORK

The conceptual frame work which included variables of motivation and employee performance as independent and dependent respectively and the intervening variables of government intervention and social cultural factors was tested and the finding have been presented below in tables, graphs and correlation coefficients.

4.8.1 The Relationship between Motivation and Employee Performance

Finding of this relationship have already been presented under the objectives as positive. However, this relationship was still tested under the conceptual frame work with respondents being asked to give their view on the existence of a relationship between motivation and employee performance by selecting from options of strongly agree, agree, disagree, strongly disagree and uncertain for those not sure enough. Presented below are the results of the respondents.

Table 10 Existence of a relationship between motivation and employee performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	18	35.3	35.3	35.3
Agree	28	54.9	54.9	90.2
Strongly disagree	2	3.9	3.9	94.1
Not certain	3	5.9	5.9	100.0
Total	51	100.0	100.0	

Source; primary data 2014.

The findings indicate that majority of the respondents think that there exists a relationship between motivation and employee performance since only 5 with 3 disagreeing and 2 not being certain were on the contrary. This therefore shows the existence of a relationship between motivation and employee performance which was already been discussed earlier to be positive.

A Pearson's correlation coefficient was calculated to determine if there exists a relationship between motivation and employee performance. Presented below are the results of the correlation.

Table 11 The relationship motivation and employee performance.

		Motivation	Employee performance
Motivation	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	51	51
Employee performance	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	51	51

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

Source; primary data 2014.

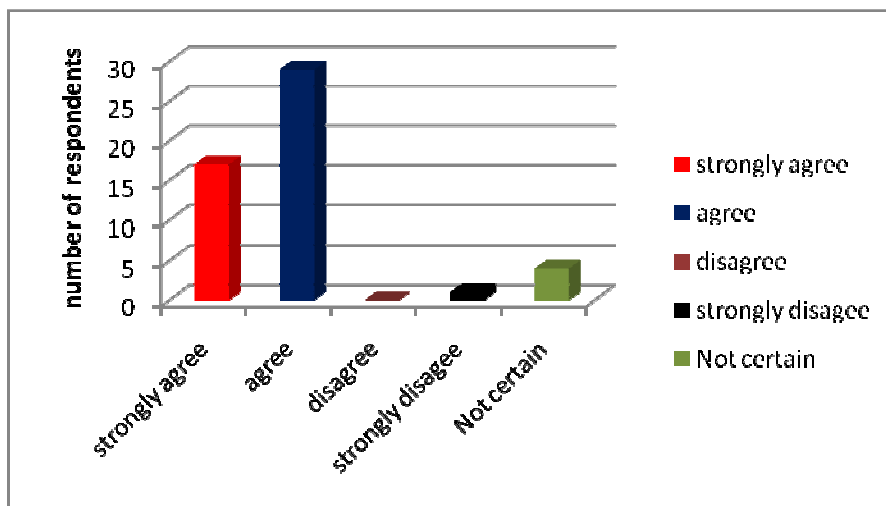
The results of the correlation coefficient (table 6) pointed out that there exists a significant relationship between motivation and employee performance as $r(51) = 0.672$, $P < 0.01$. The possible reasons for the above correlation coefficient could be; the assumption that human being always want to be appreciated, the ability of other organizations to motivate their employees, the perception of employees that work must be paid four and others.

The results of the correlation matched those from the findings as both indicated the existence of a relationship between motivation and employee performance. The findings can be related to the views of Griffin and Ebert (1991), Guest (2002), Deci (1972) among other scholars that emphasize the existence of a relationship between motivation and employee performance.

4.8.2 Government Intervention

This as one of the intervening variable was tested for its effect on the relationship between motivation and employee performance, respondents were asked to give their view on whether government intervention affects the relationship between motivation and employee performance by selecting from the options of agree, strongly agree, disagree, strongly disagree and uncertain. Presented below are the responses.

Graph 4 Government intervention affects motivation and employee performance.



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly agree	17	33.3	33.3	33.3
	Agree	29	56.9	56.9	90.2
	Strongly disagree	1	2.0	2.0	92.2
	Not certain	4	7.8	7.8	100.0
	Total	51	100.0	100.0	

Source: primary data 2014.

From the findings, majority of the respondents think that government influences the relationship between motivation and employee performance in UPE schools since 29 agree and 17 strongly agree with the percentages of 56.9% and 33.3% respectively. The most common reason respondents gave for this effect was the ownership of the UPE schools being by the government and hence it recruits the employees and pays their salaries.

Other reasons included the following; the government affects all organizations in Uganda in one way or the other, the government through the ministry of education sets the program of schools, the ministry of education sets the syllabus for teachers to follow and at the end of primary pupils seat national exams set by the government through the Uganda national examinations board.

It was deemed necessary to go ahead and establish the correlation coefficient of government intervention and the relationship between motivation and employee performance despite the responses that have been presented earlier, below the correlation coefficient table.

Table 12. Correlation coefficient of the relationship between government intervention, motivation and performance.

		relationship between motivation and employee performance
government intervention	Pearson Correlation	1
	Sig. (2-tailed)	.970

	N	51	51
Relationship between motivation and performance	Pearson		
	Correlation	-.005	1
	Sig. (2-tailed)	.970	
	N	51	51

The correlation coefficient as presented in the above table (8) is negative as $r(51) = -0.05$, $P < 0.01$. This therefore means that government intervention does not have an effect on the relationship between motivation and employee performance.

Possible reasons for such a relationship could be; the government is not directly involved in the activities of the UPE schools and hence cannot affect motivation of employees, the government influence is inflexible like the salaries can stay constant over a long period of time hence it's up to school management to find ways of motivating its own employees and hence government has less influence on the schools.

This is not in agreement with the earlier presented results that indicated government intervention to have an effect on the relationship between motivation and performance. Therefore the correlation coefficient will be considered over the earlier presented results to mean that government intervention does not have an impact on the relationship between motivation and employee performance.

4.8.4 Social Cultural Factors

This as an intervening variable of the conceptual frame work was also tested so as to establish whether it has an impact on the relationship between motivation and employee performance. The findings have been presented below.

Table 13. Effect of social cultural factors on motivation and employee performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	16	31.4	31.4	31.4
agree	30	58.8	58.8	90.2

disagree	1	2.0	2.0	92.2
not certain	4	7.8	7.8	100.0
Total	51	100.0	100.0	

Source; primary data 2014

From the findings presented in table (9) above it can be established that social cultural factors affect motivation and employee performance since majority of respondents agreed with 30(58.8%) and 16(31.4%) agree and strongly agree respectively. The respondents went ahead to give some of the social cultural factors that they believe affect the relationship between motivation and employee performance. The common social cultural factors presented included; religion, education levels, family background, sex or gender among other.

A Pearson's correlation coefficient was calculated between social cultural factors on one side and the relationship between motivation and employee performance on the other side and presented in table below is the correlation coefficient.

Table 14. Correlation of social cultural factors, motivation and performance.

		relationship between motivation and performance	social cultural factors
Relationship between motivation and performance	Pearson Correlation	1	-.044
	Sig. (2-tailed)		.762
	N	51	51
social cultural factors	Pearson Correlation	-.044	1
	Sig. (2-tailed)	.762	
	N	51	51

The correlation coefficient presents the relationship to be negative as indicated $r(51) = -0.044$, $P < 0.01$. This indicates that social cultural factors do not affect the relationship between motivation and employee performance.

Possible reasons for this relationship could be that while employees are at work, they are all looked at by management as employees and their social cultural characteristics do not matter and hence cannot affect their motivation and performance

The results of the correlation coefficient do not agree with those of the findings as earlier presented. Despite the view of majority of the respondents that social cultural factors affect the relationship between motivation and employee performance, the correlation states otherwise and the results of the correlation will be considered for the purposes of this research.

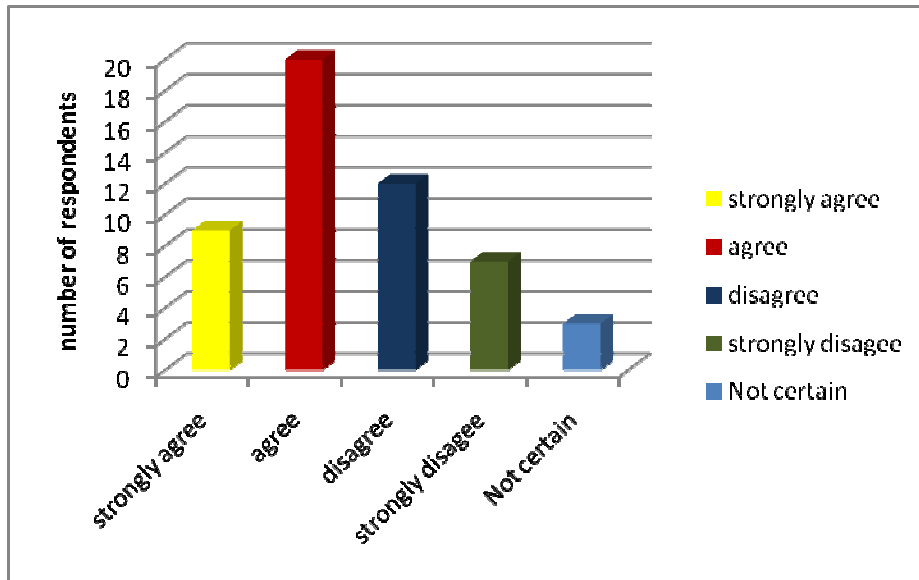
4.9 THEORETICAL FRAME WORK

The theoretical frame work which was Herzberg's two factor theory was also tested in form of two questions to the respondents and its result is presented below as follows;

4.9.1 Preference of Low Paying To High Paying Jobs.

Respondents were asked to give their view on whether they believe an employee would leave a job that pays them a high salary in preference for one that pays a lower salary. They were provided options of agree, disagree, strongly agree, strongly disagree and uncertain, below are the results.

Graph 5. Employees would leave work of higher pay in the preference for work of lower pay



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	9	17.6	17.6	17.6
agree	20	39.2	39.2	56.9
disagree	12	23.5	23.5	80.4
strongly disagree	7	13.7	13.7	94.1
not certain	3	5.9	5.9	100.0
Total	51	100.0	100.0	

Source: primary data 2014.

From the findings, majority of the respondents believe that employees are capable of leaving work of a higher salary for work of a lower salary since 20(39.2%) and 9(17.6%) agreed and strongly agreed respectively. The respondents that agreed were largely made up of elderly people and those in top management. This could be due to the assumption that such people have a lot of experience in the working world and hence believe that pay is not everything in a job.

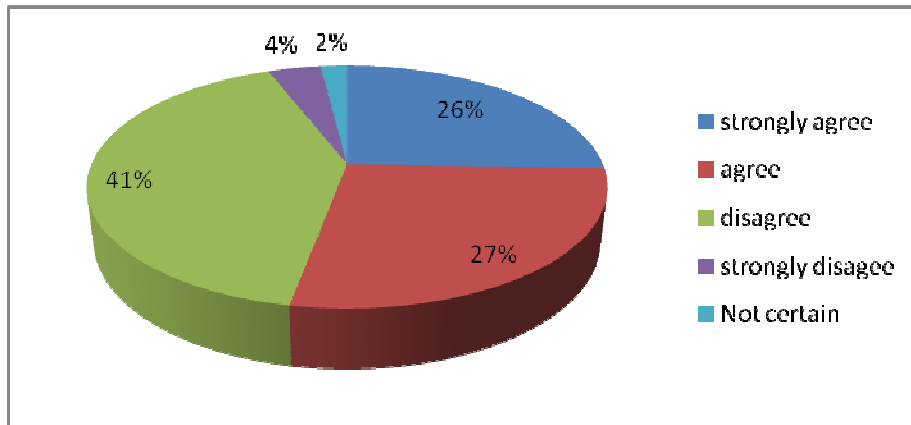
These findings were in support of Herzberg’s (1995) motivator factors and intrinsic motivation as ways of motivating employees. In relation, Handy(2000) emphasizes intrinsic motivation for employees especially teachers giving one of the factors that motivate them to be the academic excellence of their students.

The respondents of lower management especially the casual labourers did not agree with this since they think money is the main reason they work this can be related to Whetten and Cameroon (2007) who stated that majority of front line workers would not leave their job unless another employer offered them a 20% increase in pay and 30% increase in benefit.

4.9.2 Money as The Most Important Motivator.

The other aspect that was used to taste the theoretical frame work was money is the most important motivator, under this respondents were asked to give their view on the assumption that money is the most important motivators by selecting if they strongly agree, agree, disagree, strongly disagree or uncertain and below are the results.

Chart 3. Money as the most important motivator



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	6	11.8	11.8	11.8
agree	14	27.4	27.4	39.2
disagree	26	51.0	51.0	90.2

strongly disagree	4	7.8	7.8	98.0
not certain	1	2.0	2.0	100.0
Total	51	100.0	100.0	

Source: primary data 2014.

The results indicate that majority of the respondents do not think that money is the most important motivator since 26(51%) disagree and 4(7.8%) strongly disagree making a total of 30 respondents. This can be related to the majority of the respondents having agreed that people are capable of leaving a place of work of high pay for one of lower pay since it's an indication that money is not the most important motivator.

Majority of the respondents that did not regard money as the most important motivator were members of top management and elderly people unlike the lower management respondents that thought money was the most important motivator.

This further presents motivator factors (intrinsic motivation) of Herzberg's two factor theory to be superior over the hygiene factors (extrinsic motivation). In addition, Cole (2002) regards intrinsic factors more important and money being one of the extrinsic factors it cannot be the most important motivator.

However, the findings were in disagreement with Luthans (2005) that regards money as the most important motivator and Armstrong (2010) who emphasizes the value of extrinsic motivation and money as it gives one moral to work by providing for their needs.

Pearson's correlation coefficient was calculated between employees being able to leave a job of higher pay for one of lower pay and money being the most important motivator. This was to find out if employees that would leave a job of better pay for one of lower pay would leave because money is not the most important motivator and the results have been presented below

Table 15. The relationship between people's preference for lower pay and money as the most important motivator.

	work of lower pay preferred to work of higher pay	money most important motivator
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work of lower pay preferred to work of higher pay	Pearson Correlation	1	-.511 **
	Sig. (2-tailed)		.000
	N	51	51
money most important motivator	Pearson Correlation	-.511 **	1
	Sig. (2-tailed)	.000	
	N	51	51

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

Source, primary data 2014.

The results of the correlation coefficient as presented in table (11) show a negative relation as $r(51) = -0.511, p < 0.01$. This shows that the possibility of an employee leaving work of higher pay for work of lower pay cannot be related to money being the most important motivator.

Possible reasons for this correlation are the other reasons as to why employees would leave work of higher pay in preference for work of lower pay. These reasons can be factors that attract employees to other jobs while discouraging them from their present employment.

Such factors can include but are not limited to bad working conditions at the present job and other factors like nearness, full employment and others at the new job.

4.10 HYPOTHESIS

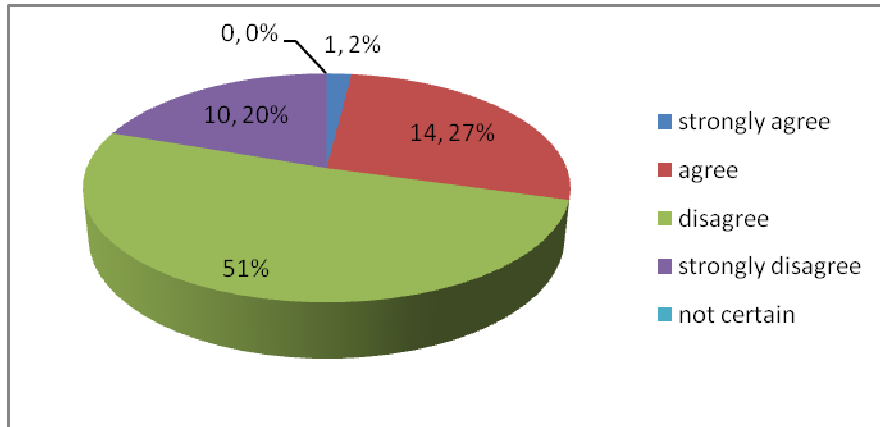
The researcher deemed it necessary to test the hypothesis which has been presented in chapter one as null and alternative. This was tested in form of three aspects that included; the level at which the motivational strategies present in UPE schools are good enough, better motivational strategies will improve performance in UPE schools and bad motivational strategies will not improve performance levels UPE schools. The finding of this testing have been presented below.

4.10.1. Level at Which Good Motivational Strategies Are Present In UPE Schools.

This was used to establish the efficiency of the motivational strategies present in UPE schools The respondents were to choose if they strongly agree, agree, disagree, strongly disagree or

uncertain with the statement that the motivational strategies present in the UPE schools are good enough. Presented below are the results.

Chart 4. Good motivational strategies are present



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	1	2.0	19.6	19.6
agree	14	27.5	51.0	70.6
disagree	26	51.0	27.5	98.0
strongly disagree	10	19.6	2.0	100.0
Total	51	100.0	100.0	

Source: primary data 2014.

From the findings, majority of the respondents thought that the motivational strategies present in their schools are not good enough since 26 (51.0%) and 10 (19.6%) disagreed and strongly disagreed respectively. It was established that majority of the respondents that disagreed especially those that strongly disagreed were teachers and hence such findings can be relied on since they are the main employees of these schools.

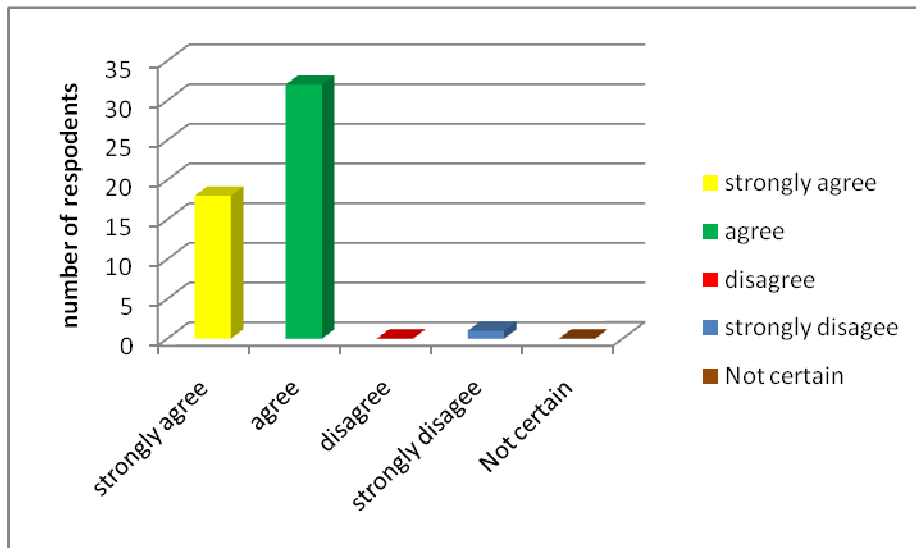
The response of the majority is in agreement with Kwesiga (2013) who indicates that the working conditions in UPE schools are not good. This can further be related to strike of teachers concerning their salaries Haggai (2011) and the interview showed that the teachers receive a salary of 230,000-300,000 which takes long to be transferred to their accounts. From the observation the accommodation facilities given to some employees were in a poor condition. This therefore shows the existence of insufficient motivators in UPE schools.

The respondents that thought the motivational strategies present in their schools were good enough were mainly composed of members of the board of governors and other respondents of top management like head teachers and deputy head teachers since they are given priorities ahead of the ordinary teachers as mentioned by one of the interviewees.

4.10.2 Better Motivational Strategies Will Improve Performance.

The null hypothesis was also tested to attain the respondents view. Respondents were to choose from the options of strongly agree, agree, disagree, strongly disagree and uncertain with the statement that better motivation strategies will improve employee performance.

Graph 6. Better motivational strategies will improve employee performance



key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	18	35.3	35.3	35.3

agree	32	62.7	62.7	98.0
not certain	1	2.0	2.0	100.0
Total	51	100.0	100.0	

Source: primary data 2014.

The results show that majority of the respondents agreed that better motivational strategies can improve performance in UPE schools since 18 (35.3%) and 32 (62.7%) strongly agreed and agreed respectively. This can be related to the results of the results of the second and third objective which show the relationship between motivation and employee performance being positive and motivation having a positive impact on performance respectively. These results can further be related to the results of the motivational strategies in UPE schools not being good enough. This therefore indicates that the respondents believe that they are not being motivated enough but if motivated better they can perform better.

A Pearson's correlation coefficient was calculated between better motivational strategies will improve employee performance and the relationship between motivation and employee performance. The results of the correlation are presented below;

Table 16, A correlation between the good motivational strategies improving employee performance and the relationship between motivation and employee performance.

		the relationship between motivation and performance	better motivational strategies will improve performance
the relationship that exists between motivation and	Pearson Correlation	1	.058
	Sig. (2-tailed)		.686

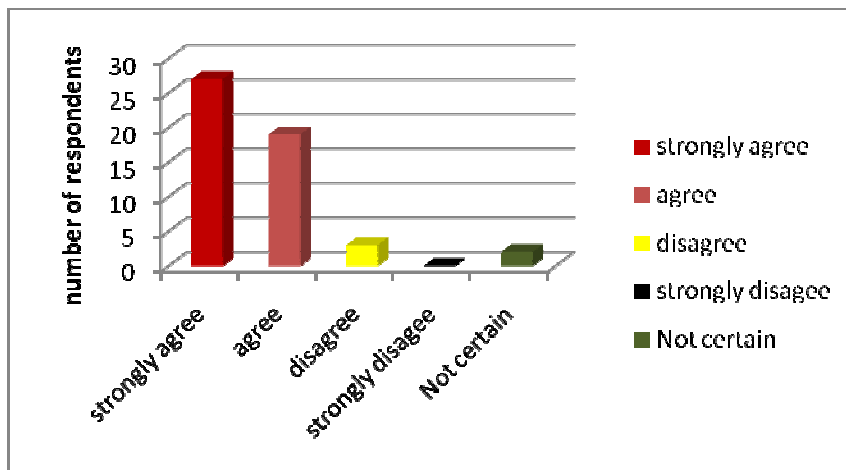
performance	N	51	51
better motivational strategies will improve performance	Pearson Correlation	.058	1
	Sig. (2-tailed)	.686	
	N	51	51

The correlation coefficient as presented in table 12 indicated a weak positive relationship between the two as $r(51) = 0.058, p < 0.01$. This indicates that good motivational strategies being able to improve employee performance is due to the positive relationship between motivation and employee performance. Possible reasons for this relationship could be the positive relationship between motivation and employee performance and the positive impact motivation has on employee performance. The correlation coefficient agreed with the view of respondents on the same aspect since both indicated that good motivational strategies will improve employee performance.

4.10.3 Bad Motivational Strategies Will Not Improve In UPE Schools

The alternative hypothesis which was presented in chapter one as bad motivational strategies will not improve performance in UPE schools was tested. Respondents were asked to choose from the alternatives of strongly agree, agree, disagree, strongly disagree and uncertain. They were further asked to give reasons for their choice of response and presented above are the responses.

Graph 7. Bad motivational strategies will not improve performance



Key

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	27	52.9	52.9	52.9
agree	19	37.3	37.3	90.2
disagree	3	5.9	5.9	96.1
not certain	2	3.9	3.9	100.0
Total	51	100.0	100.0	

Source; primary data 2014.

The findings in graph 6 show that 46 of the respondents agreed with 27 (52.9%) and 19 (37.3%) strongly agreeing and agreeing respectively. The reasons respondents gave for the majority response can be summarized as motivation is essential and hence bad motivational strategies will reduce performance.

The findings can be related to the previous finding of the majority of respondents take on better motivational strategies improving performance in UPE schools since it's the opposite of bad motivational strategies not improving performance.

It can further be related to the respondents' view that the motivational strategies in the UPE schools are not good enough and from all the above an assumption can be made that the motivational strategies in UPE schools are not good enough and if bettered they can improve performance.

A Pearson's correlation coefficient was calculated between bad motivational strategies will not improve employee performance and the relationship between motivation and employee performance. Presented below are the results.

Table 17, correlation of bad motivational strategies will not improve performance in UPE schools and the relationship between motivation and employee performance.

		the relationship between motivation and performance	bad motivational strategies will not improve performance
the relationship that exists between motivation and performance	Pearson Correlation Sig. (2-tailed) N	1 51	.065 .650 51
bad motivational strategies will not improve performance	Pearson Correlation Sig. (2-tailed) N	.065 .650 51	1 51

Source; primary data 2014.

The results indicated a strong positive relation presented as $r(51) = 0.065$, $p < 0.01$. This means that the relationship between motivation and employee performance can be related to bad motivational strategies will not improve employee performance.

Possible reasons for this correlation are the positive relationship between motivation and employee performance and the positive impact of motivation on employee performance.

4.11 CONCLUSION

The chapter presented above was the analysis of the findings from the field. They were based on objectives, conceptual frame work, theoretical frame work and hypothesis as stated in chapter one. The findings and the analyses derived from them give a guide to chapter five which has the summary of the findings, the conclusion, the recommendations and the areas of further research.

CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the summary of the findings of the main study, conclusions and recommendations arrived at. It also gives suggestions for further studies. The study was based on the objectives, conceptual frame work, theoretical frame work and hypothesis formulated in chapter one.

5.1. SUMMARY

The study was to establish the impact of motivation on employee performance in UPE schools and to examine the relationship between the independent variable (motivation) and the dependent variable (employee performance). The summaries are based on the objectives, conceptual frame work, theoretical frame work and hypothesis of the study presented in chapter one as discussed below.

5.1.1 Motivators of Employees In UPE Schools

From the findings both intrinsic and extrinsic factors can be motivators in UPE schools in spite the extrinsic motivators being more popular. The most popular motivators being salary increment (43%) followed by allowances (13%) and the least popular being recognition (6%) and promotion without pay (9%). This therefore indicated the importance of both intrinsic and extrinsic motivation.

5.1.2 Relationship between Motivation and Employee Performance

The relationship between motivation and employee performance was found to be positive since 33.3% of the respondents regarded it very positive and 51.0% regarded it positive. The Pearson's correlation coefficient calculated for this relationship also turned out strong positive as 0.672.

The findings were in agreement since both indicated the relationship between motivation and employee performance as positive

5.1.3 Impact of Motivation On Employee Performance.

The findings indicated the impact of motivation on employee performance as positive since 46 of the 51 respondents regarded the impact as positive. A correlation coefficient was calculated on the impact of motivation on employee performance and it came out as strong positive with 0.562. The results from respondents view and the correlation both indicated that motivation has a positive impact on employee performance.

5.1.4 Challenges Faced By Management In The Effort Motivating Employees.

The research findings indicated that majority of the respondents agreed that management faces challenges in the effort of motivating employees since they were 45 of the 51 respondents (13, 25.5% strongly agree and 32, 62.7% agree). The common challenges were presented to be; government intervention, lack of sufficient funds, lack of the best way to motivate and difference in the personalities of the employees.

5.1.5 Conceptual Frame Work

The findings indicated a positive relationship existing between the independent (motivation) and the dependent (employee performance) variables. 46 (18, 35.3% strongly agree and 28, 54.6% agree) of the respondents regarded the relationship as positive and the correlation between the two also indicated a positive relationship between the two as 0.672.

Government intervention as an intervening variable was regarded to have an impact on the relationship between motivation and employee performance by most of the respondents (17, 33.3% strongly agree and 29, 56.9% agree). A Pearson's correlation coefficient was calculated between government intervention and the relationship between motivation and employee performance and it turned out to be -0.005. This presented the results from the respondents and the correlation as different and the correlation was considered.

The findings indicated that social cultural factors as the other intervening variable have an impact on the relationship between motivation and employee performance since majority of respondents agreed with the existence of the impact (16, 31.4% strongly agree and 30, 58.8% agree).

The correlation (-0.044) however indicated that social cultural factors have no impact on the relationship between motivation and employee performance, the correlation was considered.

5.1.6 Theoretical Frame Work

The findings indicated the importance of intrinsic motivation since money as the most popular extrinsic motivator was not thought to be the most important motivator with 26 (51.0%) disagreeing and 4 (7.8) strongly agreeing. findings further indicated that employees can leave work of higher pay for work of lower pay since 29 of the 51 respondents agreed.

The Pearson's correlation coefficient calculated between the two however turned out to be negative (-0.511) indicating that an employee that prefers a job of lower pay to that of higher pay does not do so because money is not the important motivator.

5.1.7 Hypothesis

The findings indicated the null hypothesis (better motivational strategies will improve employee performance) as true since most of the respondents agreed (18, 35.3% strongly agree and 32, 62.7% agree). The correlation (0.058) between the null hypothesis and the relationship between motivation and employee performance was positive and hence related to the findings.

The results tested the alternative hypothesis (bad motivational strategies will not improve employee performance) as true by most of the respondents (27, 52.9% strongly agree and 19, 37.3% agree). In relation the correlation coefficient calculated between the alternative hypothesis and the relationship between motivation and employee performance was also positive (0.065).

5.2 CONCLUSION

Conclusions were derived from the findings of the study and these conclusions have been presented below as follows;

5.2.1 Employee Motivators

The motivators of employees in UPE schools are both intrinsic and extrinsic. This therefore presents the significance of both intrinsic and extrinsic motivation.

5.2.3 Relationship between Motivation And Employee Performance

The relationship between motivation and employee performance was presented to be positive by both the respondents and the correlation between motivation and employee performance. it can therefore be concluded that the relationship between motivation and employee performance is positive.

5.2.4 The Impact of Motivation on Employee Performance

The findings presented the impact of motivation on employee performance as positive and the correlation further presented it as positive too. This therefore shows that the impact of motivation on employee performance is positive.

5.2.5 Challenges of Motivating Employees

Majority of the respondents thought that management faces challenges in the effort of motivating employee and the most common challenge was presented as government intervention. This therefore presents the motivation of employees as challenging.

5.2.6 Conceptual Frame Work

The relationship between the independent (motivation) and the dependent (employee performance) variables was presented as positive by both the respondents and the correlation coefficient calculated between the two variables.

The intervening variables (government intervention and social cultural factors) were presented by the respondents to have an impact on relationship between motivation and employee performance. However the correlations of both the intervening variables indicated otherwise since they turned out to be negative hence showing that the intervening variables do not affect the relationship between motivation and employee performance.

5.2.7 Theoretical Frame Work

The findings agreed with the theoretical frame work since they showed the importance of motivators and intrinsic motivation. Extrinsic motivation (hygiene factors) was not ignored but intrinsic motivation regarded more important.

5.2.8 Hypothesis

The tests of both the null and alternative hypotheses on the respondents was positive. The correlation coefficients of the hypotheses and the relationship between motivation and employee performance also turned out to be positive. this there indicates the validity of both the null and alternative hypohthesss.

5.3 RECOMMENDATIONS

From the above research findings the motivational strategies present in UPE schools today should be improved so as to have the employee performance also improve since the two have been indicated to be positively related.

Other stake holders aside from management of the UPE schools should also get involved in the motivation of employees in UPE schools like the government being the owner of these schools should get more involved in the motivation on employee through the ministry of education.

Employees in UPE schools and management should be educated about employee motivation and performance since the research indicated ignorance of both employees and management regarding motivation with some employees not even knowing the meaning of the word motivation.

5.4 AREAS OF FURTHER RESEARCH

Factors affecting employee performance aside from motivation, since this research has been on the effect of motivation on employee performance it is cannot be assumed that motivation is the only factor that influences employee performance and hence research should be carried out on the other factors aside from motivation that affect employee performance.

The best way to motivate employees, since no best way of motivating employees has been developed or recommended as yet it would be beneficial to carry out research on the above topic.

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APPENDIX 1: QUESTIONNAIRE

Dear respondents,

I am a student of Uganda Martyrs University Nkozi pursuing a Bachelor's degree in Business Administration and Management. As a requirement for the award of the Bachelor's degree, students are required to do empirical research on a topical issue and I have chosen to achieve this by conducting a survey on "THEIMPACT OF MOTIVATION ON EMPLOYEE PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION IN UGANDA". You are therefore, kindly requested to respond to this survey. Any response given is purely for academic purpose and shall be treated with utmost confidentiality.

Yours sincerely,

ABONEKA BRIDGET IMMA (student)

SECTION A: RESPONDENTS BIO DATA

Instructions

Tick in the box that corresponds to you.

A1: Gender of Respondents

1. Male 2. Female

A2: Category of Respondent

1. Head teacher 2. Deputy Head teacher 3. Board of governor
member
4. Bursar 5. Teacher 6. Casual labourers

A3: Age bracket of respondents (Specify)

1. Below 20 years 2. Between 21 and 30 years

3. Between 31 and 40 years 4. Between 41 and 50 years
5. Above 50 years

A4: Education Level attained

1. Certificate 3. Degree
2. Diploma 4. Above degree

A5: Please indicate the number of years you have worked with this school.

1. Less than 5 years 2. Between 5 – 10 years
3. More than 10 years

A6: Please indicate your level of management

3. Lower level Middle level
4. Top level

PART B

What are the different ways through which employees of UPE schools can be motivated?

1.
2.
3.

Which of the above mentioned has been implemented in your school?

1.
2.
3.

What kind of relationship do you think exists between employee motivational levels and employee performance levels? (Tick or shade the box that connects to your response)

Very positive

Negative

Positive

Very negative

Not certain

Give reasons for the answer above answer.

1. -----

2. -----

What impact do you think employee motivation has on employee performance? (Tick or shade the box that connects to your response)

Strong positive

Negative

Not certain

Positive

Strong negative

Give reasons for the answer above

1. -----

2. -----

School management faces challenges in the effort of motivating employees? (Tick or shade the box that connects to your response)

Strongly agree

agree

disagree

Strongly disagree

not certain

If yes, please mention some of these challenges.

1. -----

2. -----

3. -----

If no or uncertain, please give reasons for your choice of answer.

1. -----

2. -----

3. -----

PART C

There exists a relationship between motivation and employee performance. (Tick or shade the box that connects to your response)

Strongly agree	<input checked="" type="checkbox"/>	Agree	<input type="checkbox"/>	Not certain	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>		

Give reasons for the above answer.

- 1. -----
- 2. -----
- 3. -----

Government intervention has a great influence on the relationship between employee motivation and performance in UPE schools. (Tick or shade the box that connects to your response)

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Not certain	<input checked="" type="checkbox"/>
Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>		

Please give reasons for your answer above.

- 1. -----
- 2. -----
- 3. -----

Social cultural factors affect the relationship between motivation and employee performance in UPE schools. (Tick or shade the box that connects to your response)

Strongly agree	<input checked="" type="checkbox"/>	Agree	<input checked="" type="checkbox"/>	Not certain	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>		

Give reasons for the answer above.

1. -----

2. -----

3. -----

PART D

Employees are capable of leaving a place of work where there is high pay in preference for a work place of lower pay? (Tick or shade the box that connects to your response)

strongly agree	<input type="checkbox"/>		<input type="checkbox"/>		
strongly disagree	<input checked="" type="checkbox"/>	disagree	<input checked="" type="checkbox"/>	not certain	<input checked="" type="checkbox"/>

Give a reason for your answer above

Money is the most important motivator. (Tick or shade the box that connects to your response)

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Not certain	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>		

Please give reasons for your answer above.

1. -----

2. -----

3. -----

PART E

the motivational strategies present in your in UPE schools are good enough? (Tick or shade the box that connects to your response)

<input type="checkbox"/>	86	<input type="checkbox"/>
--------------------------	----	--------------------------

strongly agree

No

strongly disagree

disagree

not certain

Give reasons for your answer above.

1. -----

2. -----

3. -----

Better motivational strategies will improve employee performance in UPE schools. (Tick or shade the box that connects to your response)

Strongly agree

Agree

Not certain

Disagree

Strongly disagree

Give reasons for the answer above.

1. -----

2. -----

3. -----

Bad motivational strategies will not improve employee performance in UPE schools. (Tick or shade the box that connects to your response)

Strongly agree

Agree

Not certain

Disagree

Strongly disagree

Give reasons for the answer above.

1. -----

2. -----

3. -----

The End

Thank you for your time and responses

APPENDIX 2: INTERVIEW GUIDE

“THE IMPACT OF MOTIVATION ON THE EMPLOYEE PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION IN UGANDA”

1. How has the UPE program affected the general performance of your school (teacher’s service delivery, student’s performance and management)?
2. What is the pupil- teacher ratio?
3. How have the recruitment policies of teachers affected the performance of the school?
4. Does the school have a Board of Governors? Is it functioning?
5. Do you think the issue of employee motivation has been addressed? Give reasons for your answer.
6. Explain the criteria for proving allowances to employees by the school.
7. If possible, give a salary range for UPE school employees.
8. Do you appraise the performance of your staff (teachers), management and students? If yes, how, how often and why?
9. Suggest other factors affecting levels of employee performance apart from motivation.

Thanking you for your participation.